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ABSTRACT

Sharing Successful Programs (SSP) is a national dissemination process for validating, sharing, and implementing successful educational programs. It offers effective strategies for educational improvement by sharing validated programs and provides a cost-effective way for school districts to duplicate validated programs in accordance with their needs and resources. "Validated" refers to approval of the project by the New York State Education Department. Four stages are described: development, validation, demonstration, and replication. Contents of this booklet include a description of the SSP concept, process, and rules for validation; steps for program replication; a list of regional facilitators; program profiles of 44 active validated state programs, some of which are also validated by the National Diffusion Network; and a list of validated programs no longer actively disseminating information. Also included are a cross-referenced summary chart of all programs by audience and content and an index of programs listed by content areas. (LMI)

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Sharing Successful Programs 1990 Edition

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FOREWORD

Equity and excellence are goals of the State Education Department in educating young people in New York State. In support of these goals, New York State funds the Sharing Successful Programs to promote excellence in educational programming. The validated programs in this booklet are the result of the dedication, creativity and professional skills of the teachers and administrators who developed these programs in response to the needs of their students. In recognition of the diverse talents and needs of students throughout the state, you will find a wide selection of exemplary programs validated by the State Education Department.

Sharing Successful Programs helps teachers and administrators of effective programs share their knowledge and provide training to other school districts who wish to replicate their success. Programs developed in response to local needs and replicated through training conducted by the educators involved with the programs, are the powerful foundations of Sharing Successful Programs.

Individual program profiles in New York State Educational Programs That Work were written by the staffs of the projects described, without whose cooperation this booklet could not have been produced. Editing and technical support were provided by the Demonstration Project Clearinghouse (DPC).

INTRODUCTION

The term "validated program" is conferred only after a project has been approved by the State Education Department. Each project has completed the process described in detail on pages iv - v. New York State is proud that The National Diffusion Network (NDN), administered by the U.S. Department of Education's Office of Educational Research and Improvement, has validated the New York State's Sharing Success process. It is an effective strategy for upgrading quality education by sharing successful educational programs in a manner which increases district awareness of options available to meet locally identified needs. Some of the programs listed in this booklet are also NDN validated programs (see page 52).

Validated programs have demonstrated evidence of effectiveness in meeting their stated objectives at the Development or Demonstration site (D/D). The fact that three-fourths of the approximately 1700 replications that took place in the 1987-1988 school year were supported by local funds is clear evidence of the high esteem school districts hold for validated programs. Nevertheless, replications grants provided by the New York State Legislature are essential, especially for school districts with major needs. The Office of Federal Demonstration Programs of the State Education Department manages Incentive Grants for Sharing Successful Programs. Funds are available to districts wishing to replicate programs in this booklet on a competitive basis (up to $15,000). Other sources of funds to support replication of validated programs include ESEA Chapters I, II, and Title II, DFSCA (Drug Free Schools and Communities Act), corporations, and private foundations.

In addition, SED funds are provided to the Developer/Demonstrators (D/Ds) to help disseminate information about their programs. The Regional Facilitators located in regional BOCES' centers and large city districts can assist you in contacting a program, applying for funds, or with implementing a program. You may contact the Regional Facilitator for your region by referring to page viii. He/she may be contacted for additional information about any program listed in this booklet.

Sharing Successful Programs provides a cost effective way for school districts to match their needs, philosophies, and resources with validated programs. Without "reinventing the wheel", districts can replicate effective educational programs in a timely manner. The experience gained in operating New York State's Sharing Success Program as well as information obtained from research studies over the past fifteen years have shown that a new program can be replicated in a short time period (e.g., several months) and at a fraction of the cost of developing a new program.

Sharing Successful Programs

THE CONCEPT

The concept of Sharing Successful Programs is based on common sense. The current trend toward more mandates and higher accountability has placed schools and teachers in a mode of externally imposed change and reorganization of teaching styles and content. Teachers and administrators often scramble for an approach which will bridge the gap between where they are and where mandates and research indicate they should be. Many educators devote hours, days, and weeks in committees convened to address the problem and create the program which will align the curriculum with what research indicates will be more effective education. Many of us enter into the activity without knowing that other district agencies in our own state and throughout the country have already addressed the same needs and developed the program which satisfy those needs.

The network of Sharing Successful Programs was created to bring schools and educators with identified needs together with already developed programs that satisfy the needs. It makes good common sense to avoid reinventing the wheel. Furthermore, the best teachers are practitioners, who have developed programs for similar kinds of learners and are willing to share their success with others.

THE PROCESS

The education of our young people is a serious charge. Changing society and technology demand that we, as educators, keep abreast of research and methodology which will produce minds and bodies ready to address the 21st century with knowledge, skills, and attitudes necessary for happy and productive lives. We don't have time to experiment with gimmicks; the trial and error method will not address immediate concerns.

Sharing Successful Programs is a nationally validated dissemination (see page v) process which filters out the gimmicks and "possibly this will work" approach to new program development. The Sharing Successful Programs process is composed of four stages - each controlled and monitored by professionals to help identify, refine, and promote excellent programs.

1) *Development.* - As educators, we know that always, somewhere, other practitioners are developing new concepts, new practices, and new approaches to education. We are a creative group of professionals who continue to refine our skills based on experience, needs, and commitment to the students we serve. Some of us produce programs and/or practices which prove to be highly effective. These programs become resources from which other teachers and schools can select to address similar local needs.

2) *Validation*. - The quality control mechanism for certifying the effectiveness of a given educational program is maintained through the validation process. The process determines whether or not the program meets recognized educational standards of success. The validation process answers the questions: "Is the program transferable to other schools with similar needs?" Programs are validated either by the New York State Education Department or the United States Department of Education. Once validated, they become part of the Sharing Successful Programs process. There are currently over 70 State validated and almost 500 nationally validated programs available through Sharing Successful Programs.

3) *Demonstration*. - Validated programs designate contact people (typically educational practitioners, who were instrumental in developing the programs) whose function is to provide information about the program and to demonstrate the program to other interested educators. The Demonstrator is available to train persons in the program and advise an implementation strategy to ensure success as the program is adopted by a new school. A demonstrator's measure of success is determined by how closely the results of the new adoption match the results of the developer district. Therefore, the developer provides technical assistance as the new district adopts the program. They train teachers and provide follow-up assistance to schools as the new program takes its place within the structure of the adopting district.

4) *Replication*. - Adopting a proven program makes good sense if the program addresses a real need for the replicating district. Replication, through the Sharing Success model, means that an experienced practitioner will be available to train new staff as well as to provide on-going technical assistance to the replicator district to insure a quality adoption. A district which adopts a program through Sharing Successful Programs is eligible to apply for a replication grant designed to cover part or all of the costs of replication including staff training, substitute costs, travel costs related to training and resources, and instructional materials.

Replicating a validated program can be a simple, cost effective solution to a local district's needs. Approximately 80% of New York State school districts have adopted one or more validated programs over the last seven years. Teachers and administrators are encouraged to look upon Sharing Successful Programs as a valuable resource for solutions to local problems.

For more information about the process and about the programs available for replication, contact your Regional Facilitator listed on page viii.

NATIONAL VALIDATION OF SHARING SUCCESSFUL PROGRAMS IN NEW YORK STATE

SHARING SUCCESSFUL PROGRAMS: A dissemination process for state agencies.

Audience: Approved by PEP for state education agencies which have funds to provide grants to local and/or intermediate school districts.

Description: Sharing Successful Programs (SSP) is an adaptation of PEP/JDRP and NDN procedures for validating, disseminating, and adopting educational programs. Promising educational programs are identified, provided with evaluation assistance, and reviewed by an external panel of trained reviewers who judge if the program has convincing evidence of success. Validated programs are provided with small grants to provide awareness and training and are given technical assistance in staff development techniques. School districts may adopt validated programs with local funds or with funds secured by a grant process. A network of field agents helps school districts match needs with programs and assists them in planning adoption strategies. SSP is composed of activities related to identifying exemplary programs, assessing the merit of those programs, preparing the staff of those programs to be effective in disseminating their programs, making programs available to school districts, and evaluating activities of the dissemination process. Implementing SSP can provide programs in four school districts for the same cost as implementing a development program in a single district.

Requirements: Training will be conducted at the adoption site and will require 15 days spread over four (4) sessions spaced over the course of a year. Six-to-eight trainers will be involved, although only three (3) trainers will be needed for each session. The initial session will relate to structuring the field agent network, identifying promising practices, and planning training for evaluation consultants, validation panel members, and the field agents. The second session will concern implementation of validation procedures. The third session will concern provision of technical assistance to projects, and structuring grant programs. The fourth session will concern planning for evaluation of components of the dissemination process.

Services: The New York State Education Department will receive visitors and conduct an awareness session at no cost; however, prior arrangements are necessary. Costs for awareness sessions at other locations are negotiable. Training materials will be provided at no cost. Each training session will require three (3) trainers at $300 per trainer per day, plus expenses.

Contact: Laurie Rowe, State Facilitator, or Richard L. Egelston, Coordinator of Validation, Room 860 EBA, New York State Education Department, Albany, NY 12234. (518) 474-2380.

Development Funding: ESEA Title IV, ECIA Chapters I, and II, EESA Title II, New York State Legislative Funds.

HOW TO USE THIS BOOKLET

All programs are listed alphabetically in the "Active New York State Validated Programs" list page ix. The programs are described in the program profiles pages 1-51. These profiles will tell you the intended audience, provide a brief program description and evidence of effectiveness, and describe the requirements and costs of replication. You may contact the Project directly as indicated at the end of the program profile.

Programs that have been validated but are not actively disseminating information are listed in the section entitled "Validated Programs No Longer Actively Disseminating Information". Most of these programs are still operational in their original district; however, no one is available to provide training to potential replicators.

A convenient chart cross-referencing audience, content, and special needs areas for all the programs is located on page xii. An additional subject index is located on the last four pages of this booklet.

What To Do If You Are Interested In A Program

1) You may contact the Project directly by phone or mail and request awareness materials developed by the project. These materials will provide more detail about the program than is provided in the profile summary. The D/D can provide information over the phone and some projects are open to visitors by appointment. By obtaining as much information as possible, you can make a better judgement about whether or not the program meets the needs of your district.

2) The Regional Facilitator in your area can also help in obtaining information about a specific validated program. He/she may also be able to identify other exemplary programs in your interest area and assist you in selecting the most appropriate one for your school district. Refer to the listing on page viii for the Regional Facilitator in your area.

3) If you wish to obtain replication funds, contact your Regional Facilitator or the NYSED for the application forms and instructions as well as the following booklets: *The Replication Grant* (A Planner's Guide), and *Adopting Validated Programs* (Replicator Guide).

STEPS TOWARD REPLICATION

1. *AWARENESS*
   - Contact the D/D by phone or mail and request awareness materials
   - Contact the Regional Facilitator for information
   - Attend an Awareness Presentation by the Project (ask the D/D or RF if one is scheduled)
   - Make an on-site visit to the program. This is arranged by you and the D/D

2. *DISCUSSION*
   - Based on the information gathered, discuss whether or not the program meets your local needs with the appropriate personnel in your district
   - Discuss whether you will be "adopting" the program or "adapting" the program in the district
   - Contact the Project and let them know your intentions

3. *FUNDING*
   - Consider the funding sources available
     a) Replication Grants from the SED (each spring)
     b) Applying Title II and Chapters I, and II ESEA funds to the project
     c) Foundations or corporations
     d) Local district funds

     Other sources _____
   - Ask the Regional Facilitator for assistance in locating funding sources or in writing the replication grant

4. *COMPETITIVE GRANTS*
   - Submit all necessary paper work to the New York State Education Department (NYSED) for replication grants.
     There is an annual deadline, so be sure you contact NYSED for the due dates.
   - You may direct all inquiries to:

     Office of Federal Demonstration Projects
     Room 860 EBA
     New York State Education Dept.
     Albany, NY 12234
     (518) 474-2380

5. *TRAINING*
   - Arranged by you and the D/D

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St. Lawrence-Lewis BOCES
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Syracuse City Schools
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Livingston-Steuben-Wyoming BOCES
Genesee-Wyoming BOCES
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CHUCK WEED

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Albany City Schools
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Saratoga-Warren BOCES
Hamilton-Fulton-Montgomery BOCES
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CROSS REFERENCE SUMMARY CHART OF ALL

ACTIVE PROGRAMS	Audience							Broad Content Area				
											Basic	
	Early Childhood	Elementary	Middle School	High School	K-12	Adult	Multiple Subject	Admin./Organizational	Affective/Behavioral	Alternative Ed.	Arts in Education	Lang. Arts/Writing
Adaptive Physical Education				X								
Adolescent Vocational Exploration (AVE)		X	X						X			
Architect in Mathematics	X									X		
Articulated Career Guidance		X	X									
Arts Infused Social Studies	X					X		X		X		
Project CARE												
Career Education for Severely Autistic			X									
CHOICE	X	X									X	
City-As-School			X			X			X			
Coordinated Career Education			X									
Culinary Institute			X									
Early Childhood Center Development Model	X					X		X				
Project EYE-Opener				X		X						
Gifted Handicapped Mentor Program				X		X						
GRASP				X		X					X	
Greenhouse			X			X			X			
Growing Up Together	X							X				
Project INTERCEPT			X			X		X				
IPIMS		X	X									
Job Club					X				X			
Learning to Read Through the Arts	X	X							X	X		
Project LEGAL	X	X	X									
Long-Range Educational Strategic Planning				X			X					
More Effective Schools				X			X					
Morning Program	X					X		X				
Ossining Tutorial Program												
Project PATCH												
Primary Mental Health	X							X				
Reading Communication Arts	X									X		
Reading Improvement through the Arts												
Regional Pre-School Handicapped						X						
South Orangetown Career Education	X											
Talents Unlimited				X		X		X		X	X	
Team Approach to Remedial Reading		X										
Team Management System				X			X					
Thinking Through the Arts	X									X	X	
Project TRANSITION			X						X		X	
TV Reading/Communication Program	X	X									X	
Unified Science Education (USE)			X									
Values Education through Arts/Humanities	X							X		X		
Values Ed. through Arts/Young Adults												
WALKABOUT			X			X			X			
WIZE	X	X	X					X	X	X		
Youth Opportunity Program			X		X							

PROGRAMS BY AUDIENCE AND CONTENT

Skills		Broad Content Area									Special Needs					
Math	Reading	Bilingual/ESL	Career/Occ. Ed.	Early Child/Parenting	Foreign Language	Health/P.E.	Science	Social Studies	Teacher Training	Technology	At Risk	Gifted Talented	Remedial	Special Ed.	Thinking Skills/ Problem Solving	ACTIVE PROGRAMS
						X								X		Adaptive Physical Education
			X								X		X			Adolescent Vocational Exploration
X										X						Architect in Mathematics
			X													Articulated Career Guidance
								X								Arts Infused Social Studies
																Project CARE
			X											X		Career Education/Severely Autistic
	X		X								X					CHOICE
			X								X					City-As-School
			X								X					Coordinated Career Education
			X											X		Culinary Institute
				X												Early Childhood Center Development
			X								X					Project EYE- OPENER
												X		X		Gifted Handicapped Mentor Program
X	X															GRASP
			X								X					Greenhouse
				X							X					Growing Up Together
											X					Project INTERCEPT
	X										X		X			IPIMS
			X								X					Job Club
	X															Learning to Read through the Arts
								X				X				Project LEGAL
																Long-Range Ed. Strategic Planning
X	X								X		X					More Effective Schools
																Morning Program
	X												X			Ossining Tutorial Program
								X								Project PATCH
											X					Primary Mental Health
	X															Reading Communication Arts
	X	X									X			X		Reading Improve through the Arts
				X										X		Regional Pre-School Handicapped
			X					X								South Orangetown Career Education
X	X	X	X	X			X	X	X		X	X	X	X		Talents Unlimited
	X												X			Team Approach to Remedial Reading
									X							Team Management System
X							X	X			X	X			X	Thinking Through the Arts
	X		X								X					Project TRANSITION
	X										X		X			TV Reading/Communication Program
							X									Unified Science Education (USE)
																Values Education through Arts/Hum.
															X	Values Ed./Arts/Young Adults
											X	X				WALKABOUT
			X				X	X		X	X	X				WIZE
			X								X					Youth Opportunity Program

PROGRAM PROFILES

VALIDATED NEW YORK STATE PROGRAMS

Program Title: ADAPTIVE PHYSICAL EDUCATION

Audience: All special education students, K-12 whose I.E.P requires adaptive physical education. Regular education students who have medical documentation for adaptive P.E. are also eligible.

Program: The program provides an alternative physical education program for students who can not participate in the mainstream program. Students in grades K-3 meet daily for half hour sessions and students in grades 4 through 12 meet three times per week for 45 minute sessions. The program has a curriculum with behavioral objectives written in accordance with I.E.P. requirements for short-term and long-term goals. The unique aspects of this program include movement instructions and cognitive based teaching techniques. Students are presented with a question "Who can show me how to do a push-up?" "What are some ways to move an object across the gym?" There are discovery problems for locomotive and combination activities. Classroom teachers trained in the program techniques often use these teaching strategies in the academic classroom as well.

Evidence of Effectiveness: Students meet their individual I.E.P. objectives. Teachers have noted improved self-image and impulse control.

Implementation Requirements: The D/D site is open to visitors and there is a preference that all training take place at the D/D site. Training includes supervised practice with a variety of student abilities, age ranges and professionals in the program. A teacher's manual with hundreds of lesson plans and curriculum written in behavioral objectives are provided to replicators at no cost. The replicating district would be responsible for the travel and lodging expense of the staff to be trained for one week. A district need only purchase equipment they deem necessary for activities they decide to use if existing materials are insufficient. Technical assistance would be available to the replicating district if needed.

Contact: Irving Bader, Coordinator, N.Y.C. Board of Education, Adaptive Physical Education Demonstration Program, P.S. 205, 6701 20th Avenue, Brooklyn, NY 11204 (718) 256-9738

Program Title: ADOLESCENT VOCATIONAL EXPLORATION (AVE)

Audience: "At risk" youth, 14-15 years old, in economically depressed areas. Career exploration and awareness; development of skills and motivation to compete in the world of work.

Program: The N.Y.S. AVE Program is an early intervention career exploration pre-employment program for youth 14-17 years of age. It provides an opportunity for young people to learn about available job opportunities and investigate what type of work they may want to do. It combines instruction on how to find a job and how to keep a job with vocational exploration in the community. A career educator, a counselor, and an aide work with a group of 25 participants. Under the project director, a field placement coordinator develops local community resources and arranges participant's experience with local employers. A paid eight week summer program built around Experienced Based Career Education is provided and supported by a four-month follow-up program. Payments and insurance are provided by the N.Y.S. Department of Labor. Each participant studies a career area through field trips and practical job placement.

Evidence of Effectiveness: Participants demonstrated statistically significant gains in career decision making skills as measured by the Career Decision-Making Skills Inventory. Post-test performance on objective measures was compared for treatment and non-equivalent control groups, controlling for group differences in pretest performance.

Implementation Requirements: Each site requires 25 participants, a career educator to organize delivery of the curriculum through classroom instruction, a field placement coordinator to develop contact with employers in the community and businesses and arrange for placements for career exploration. Staff members must receive four days of training in EBCE and other materials prior to the program. The Community Based Organization assembles resources to provide employment experiences with stipends for participants.

Materials needed are books and career journals, consumables, tests and scoring service. Total cost about $1,400 per program. Personnel Salaries - $22,000; stipends - $16,000, materials - $1,400.

Contact: Ms. Carol June-Washington, N.Y.S. Department of Labor, Jobs & Training Services Division, 1st Floor, Building 12, State Campus, Albany, NY 12240 (518) 457-2110

Program Title: A.I.M. (ARCHITECT-IN-MATHEMATICS)

Audience: This program is designed for fifth and sixth grade students performing below grade level in mathematics.

Program: The objective of the program is to insure that at the end of the school year the students will demonstrate improved math skills in addition, subtraction, division, and multiplication. In addition, student personal, social, and attitudinal skills will improve due to the hands-on activities provided in the classroom. The architect and teacher design the program together. The architect works in the classroom with the teacher present; the teacher assists the architect when she/he is present and follows through on projects. Together, their efforts comprise hands-on architectural projects directly related to the math curriculum. The process used to facilitate this program is the same as the one used by architects when they do any project: identification of needs or problem analysis, design, scale models, construction, and evaluation. The architect is in the classroom for an hour approximately twelve times during the school year. However, the program is integrated into the mathematics curriculum during the entire year. This program is a component of the district-wide Arts in General Education Program which includes staff, parental, and community involvement.

Evidence of Effectiveness: Program success in basic mathematics was determined by a pre- and post- IOWA Test of Basic Math Skills. In addition, a locally developed pre- and post-test was given to evaluate success in grasping the skills of fractions, measurement, and scale conversions. Reliability and validity of this test was established. Attitude and student behavior improved significantly for students involved in the program.

Implementation Requirements: In order to implement the Architect-in-Mathematics program, teachers and an administrator from the replication site need to visit the demonstrator site and then receive a minimum of two visits for staff training at the adopter site. It is important that the school replicating the program appoint an in-school coordinator who will serve as program liaison. Time should be provided in this person's schedule for this purpose. It is also important that all personnel who volunteer to work on the AIM project be committed to seeing it succeed. The trainers follow through on the staff training by keeping in contact with the staff at the school replicating the program.

The demonstrator requires a mid-year assessment for the adopter school staff and evaluation assistance can be provided. Money to pay substitutes when the adopter's staff is visiting the demonstrator's site and when trainers are at their school is necessary. Awareness brochures and evaluation forms have been prepared and are available at no cost.

Additional expenses include the architect's time ($150 per day); materials (vary from $400 - $3,000); substitutes ($94 per day); travel for trainers ($.24 mile); teacher training ($150 per day/teacher if not on a school day).

Contact: Joan Sanger, Assistant Coordinator for Arts in General Education, White Plains Public Schools, 5 Homeside Lane, White Plains, NY 10605 (914) 422-2028

Program Title: ARTICULATED CAREER GUIDANCE PROGRAM

Audience: This program was validated for all students in grades 7-12.

Program: A comprehensive career education program begins with self awareness and an exploration of values, attitudes, and abilities. This becomes the basis for career awareness. The program links educational goals and the importance of school work with the outside world of work. Career guidance skills, career awareness, and career stereotyping are presented. Program duration and meeting times are left to the discretion of the counselor/teacher. The newly revised program, using Desk Top Publishing, has been expanded for use in Middle Schools having grade 6. Thus grades 6-12 have various activities specific to that level. The curriculum can be delivered by the counselor or by classroom teachers across subject areas. Students are encouraged to review their booklets with their parents. Completion of this program generates additional student-counselor contact and career exploratory experiences.

Evidence of Effectiveness: Students in the program gained .65 to .88 SD units in knowledge of career development concepts, more than double the standard of .33 units in control groups. The program had a significance of ($p<.001$) for the experimental group. Tests used were the *Rochester Test of Career Development* and the *Career Development Inventory*. Counselor/teacher/student evaluation forms are used at the end of each unit for assessment purposes. Students find that their self-awareness and ability to articulate career options increase.

Implementation Requirements: A consultant trains staff (counselors/teachers) regarding program implementation. The duration of this training program varies according to the district and past training of counselors. Generally, training may be accomplished in two days. Follow-up sessions are held as needed. Adequate clerical staff is necessary in order to duplicate the activities. Counselor/teacher to student ratio ideally should be no greater than 1:20. The manuals ($100 each) and the process used will be presented by the trainer along with supplemental materials.

The cost of career guidance materials for a school building are about $1,270. Annual recurring cost of material is about $1.50 per student.

Contact: Dr. Bonnie J. Rubenstein, Director of Guidance, Rochester City School District, 131 West Broad Street, Rochester, NY 14614, (716) 325-4560, Extension 2535, or, Rosemarie De La Pietra, Wilson Magnet School, 501 Genesee Street, Rochester, NY 14611

Program Title: ARTS-INFUSED SOCIAL STUDIES

Audience: Elementary students in grades K-5

Program: The goal of the program is to encourage a multi-dimensional approach to the teaching of social studies which will improve the students' basic subject proficiency in social studies, develop a greater knowledge and appreciation of the arts, as well as a more positive attitude toward the study of social studies.

Elements: The program uses the arts as a tool for learning social studies concepts and content as set forth in the New York State Social Studies syllabus. Through drama, song, dance, writing, literature, visual arts creation, and appreciation, students actively participate in learning activities using both cognitive and affective domains.

Teachers receive in-service training to help them use the content understandings, concepts, and skills set forth in the state syllabus to formulate inter-disciplinary units in social studies. Team planning and teaching with school specialists is encouraged. Teachers will also investigate, identify, and compile a list of resources (community organizations, museums, lending libraries, etc.) for future reference.

Evidence of Effectiveness: Pre- post-tests using the social studies sub-test of the *Stanford Achievement Test, Intermediate 1, Form E* was administered to measure the variable of social studies achievement. Form C of The Appreciating Human Accomplishments questionnaire was used to measure the variable of attitude toward social studies. Significant gains were shown in both treatment groups.

Implementation Requirements: Classroom teachers (K-5) involved with the teaching of social studies, arts specialists, and librarians attend a series of inservice and curriculum writing workshops. These sessions will be with consultants from the sponsoring district. Consulting sessions should be spaced to provide adequate time for teachers to do research and plan grade level lesson objectives. One day may be scheduled for follow-up and/or technical assistance as needed. Teachers should be familiar with the state social studies syllabus before inservice workshops take place. Additional inservice workshops can be arranged to facilitate this task.

The district must make a commitment to the development of interdisciplinary units of study by allocating time for teachers to plan together during the school year. In addition, the district must arrange to acquire through purchase, donation, or cooperative services with community agencies, a minimum inventory of visual aids to be used in the development of units.

Time or compensation for classroom teacher, arts specialist, and librarian inservice training and curriculum development; Consultation fees between $200-$300 a day per consultant. Transportation, lodging and food expense reimbursement for consultants as needed; Seventy-five dollars per grade level unit for curriculum guides (optional); Minimum of $300 should be allocated for purchase or rental of visual aids unless other arrangements are made.

Contact: Mrs. Kathleen Gooding, Director of Music & Art, Plainedge High School, Wyngate Drive, North Massapequa, NY 11758 (516) 795-9475 or 795-9468

Program Title: PROJECT CARE

Audience: Project CARE is an alternative educational program for average to above average students, ages 14-21, who are designated as dropouts, potential dropouts, or disaffected youth in need of alternative educational delivery methods.

Program: Project CARE seeks to develop a positive attitude and self-concept among all potential dropouts identified as members of the target population. The program utilizes a self-paced individualized approach integrated with career education, work experience, and parental involvement.

The purpose of the program is to address the problems of self-concept, academic success, discipline, truancy, and parent-school-community cooperative linkages.

The project develops an alternative learning site that enables the target population to work cohesively with a specially trained staff for the purpose of returning successfully to their home schools within a minimum of six months and a maximum of two years. An optional component of the program is the availability of a GED equivalency diploma or local high school diploma.

Evidence of Effectiveness: Pre, mid-year, ongoing, and post test evaluation has been gathered for four years. Data indicates the program is highly successful in dealing with dropout prevention, academic success, truancy and discipline problems, poor self-concept, and a strong improvement in community school-parent partnerships for improvement of the student's self.

Implementation Requirements: Two days of in-service work are needed in order to plan and organize the set-up of an effective alternative learning site based on the operating philosophies of Project CARE. The in-service work will be offered at the replication site. It requires approval of central office administration and commitment from the district toward alternative education as an effective delivery system for potential dropouts. Training curriculum materials are obtained, as well as staff development and training, during the two day workshop. Costs involve two trainers, staff to be trained, manuals, curriculum materials and set-up of proposed program. Costs will vary according to size and organization of the replication unit. A visit to the Broome-Chenango Alternative High School is recommended during the replication process. It is recommended that the replicating district plan at least one follow up visit from the Project CARE staff to insure quality implementation.

Contact: Mr. Albert O. Oatman, Superintendent or Dr. Joyce O. Evans, Director, Project CARE, Harpursville Central School, Broome-Chenango Alternative High School, Cumber Road, Harpursville, NY, 13787 (607) 693-3110

Program Title: CAREER EDUCATION FOR SEVERELY HANDICAPPED, Autistic Children

Audience: Special education adolescent age autistic students

Program: Autistic youngsters, as well as developmentally delayed handicapped youngsters, have unique needs which require a secondary school curriculum focused on their approaching adulthood. Independence is the key work for this population. In order to attain a level of independence, the students need to obtain skills and behaviors that would permit them to function in the world. The Career Education Program is a carefully executed vocational program consolidating all aspects of the student's needs. Behavioral goals related to developing responsibility, attending skills, task completion, and skill development are possible with this program. Following a carefully sequenced curriculum, students engage in activities to make objects or materials, to select materials, and to complete a task. Teachers use a system of behavior management techniques to reinforce student progress. This Career Education takes place within the school day and can evolve incrementally throughout the youngsters' secondary years, from a 45 minute base period, to a full day, to a field work experience.

The program has expanded since validation occurred in the Fall, 1981. By 1983, the program included students younger and older than the validated program ages. In addition, other severely emotionally handicapped students were provided with the same treatment plan. In 1988, an expanded activities list was compiled.

Evidence of Effectiveness: Selected strands of the *Behavioral Characteristics Progression* (BCP, 1973 published by the VORT Corporation) were used to provide systematic observation of the participants. Pre- and post-testing demonstrated an increase in student skills and achievement of the program objectives.

Implementation Requirements: This is an easy program to replicate. The cost for replication is minimal. Replication can be achieved by a visit to the program and "walking through" a typical day. Training of staff would take one to three days. Training can take place at the D/D site only. The cost of materials and supplies can usually be absorbed by supplies brought from home.

Contact: Robin Sue Ward, Principal - P.S., 177 Queens, Joan Baltman, Assistant Principal, 56-37 188 Street, Fresh Meadows, NY 11365, (718) 357-4650

Program Title: CHOICE - Challenging Option In Career Education.

Audience: CHOICE has been validated as a career education curriculum for grades K - 6. (Also available, but not validated, is the extended CHOICE 7 - 12 and adult curriculum.)

Program: CHOICE is designed to respond to the need for career education and the development of self-esteem and decision-making skills in the school environment. The program components consist of **Self Awareness, Job and Role Information**, and **Decision-making/Goal-Attaining Skills.** There is one level of basic CHOICE materials for each primary grade (B1-B7). The CHOICE curriculum is designed to teach about the world of work. The curriculum helps to build connections between school and the working world by showing how academic subjects relate to jobs and careers. The program guides career exploration through exposure to a wide variety of occupations, focusing on the needs of the individual and by promoting success through mastery learning. Students are involved in reading activities and/or observing visual aids about the careers. Student workbooks reinforce language arts skill development while providing job and role information.

Each level of the CHOICE material can be completed in six weeks, with one-half hour daily devoted to the CHOICE curriculum, or over the course of one school year when infused into the school curriculum. Each level consists of (1) a validated pre- post- assessment, (2) three sets of activity folders, one set for each of the career education strands; Self-Awareness, Job & Role Information, and Decision-Making Goal attaining skills, (3) computer software, and (4) a student work book (with an annotated teacher guide). The activity folders contain instructions and materials for small group sessions.

Evidence of Effectiveness: Using a repeated-measures test, the CHOICE program pre- and post- assessments have shown significant improvement in career education skills among student populations using the materials.

Implementation Requirements: Staff: Classroom teachers/aides may be responsible for the implementation of the CHOICE program. It is necessary to administer (15-30 minutes), score, and record the pre- and post- assessments; this can be done in a group setting. Records of the materials used need to be kept. Training: To replicate the CHOICE project a one day training session for the teachers and/or aides using the curriculum is needed and the curriculum materials must be acquired (it is possible to replicate the project without using the software). At least one follow-up visit by project trainers should be planned to insure quality implementation.

There is a $150/day consultant fee for each trainer in addition to travel/lodging expenses. The school should also anticipate if any need exists for substitute staff for teachers/aides participating in training. Materials: Activity folders (non-consumable) $30.00 per level. Student workbooks with assessment guide (non-consumable) $2.50 each. Teacher workbook guide with assessment guide (non-consumable) $2.50 each. Software prices available on request with discounts for project replicators.

More detailed awareness materials are available at no cost. It is possible to arrange an awareness meeting at the CHOICE project site or at the prospective adopter site, given the constraints of consultant and travel costs.

Contact: Margaret Taylor at the Mid-Hudson Migrant Education Center, P.O. Box 250, New Paltz, NY 12649, (914) 257-2950.

Program Title: CITY-AS-SCHOOL

Audience: Validated by N.Y.S. and approved by JDRP for At-Risk and gifted/talented adolescents in grades 9 through 12.

Program: City-As-School is a New York City independent alternative high school whose primary curriculum objective is to link students with hundreds of learning experiences throughout the community. Instead of attending classes in one building, students move from learning experience to learning experience based on the program they choose by consulting a catalog. Students spend 20-30 hours per week at one or more learning experience centers utilizing community resources.

These resources are organizations of a business, civic, cultural, or political nature. The variety of ways in which the resources of the community can teach high school students reflects the many facets of the community.

Each student receives academic credit for each learning experience successfully completed. Central to this process is the structured, student-centered Learning Experience Activity Packet (LEAP) which helps to identify and evaluate the discrete areas of instruction. Students attend resources for one cycle (9 weeks) or two cycles and receive credit or no credit rather than letter or numerical grades.

Evidence of Effectiveness: Evaluation of the program indicated improvement in attendance, increase in course completion rate of students, and a better attitude toward schooling, career, and adults. The evidence was derived from school records, pre- and post-test comparison of a control group, and the use of Likert-scaled instruments and the *Career Maturity Inventory*.

Implementation Requirements: Teacher Training: CAS offers three days of inservice training sessions for all personnel interested in program development and implementation. At CAS in New York City, training and observation of the program at work is provided for those who will be directly involved in their own district's external learning. At the participating site, CAS staff will conduct training and help in the initial and ongoing implementation.

Materials: Printed material includes all forms used by those involved in the program; publicity reports, pamphlets and catalogs, recruitment posters, evaluation instruments, and administrative materials.

Monitoring: Follow-up consultations are provided free of charge as an integral part of program implementation. Program evaluation services are also available.

The all inclusive fee is $1,500.

Contact: Marie Reilly, City-As-School, 16 Clarkson Street, New York, NY, 10014, (212) 645-6121 or (212) 691-7801.

Program Title: COORDINATED CAREER EDUCATION PROGRAM

Audience: A development career education program for all students in grades 7 - 10. Adaptations of the program can be utilized for the gifted and talented, students with learning disabilities, as well as "students at risk."

Program: This developmental program stresses the identification of self and an increase of career knowledge and career possibilities through the use of research skills. It enables students to identify their goals by understanding their needs, interests, aptitudes, abilities, accomplishments, skills, values, and leisure activities.

There is a 38 page workbook of curriculum lesson plans that are highly developed with specific objectives, activities, and materials for each lesson. Students learn the characteristics and preparation requirements of different occupations through the utilization of career resources. The program culminates in a Career Fair involving parents and the community. The eight major segments of the curriculum are incorporated into a team concept (English social studies, science and mathematics), but can be taught by one department, for example, guidance, if desired. Flexibility, adjustments, and adaptations can be made as needed.

A ten week elective course curriculum for "Who, What, Where" ("Who Am I? What Am I Going To Be? Where Am I Going?") is also available. Materials for "Day-on-the-Job" experiences are included.

Evidence of Effectiveness: *The Assessment of Career Development Test* and the *Career Maturity Inventory Attitude Scale* were used to assess the program. Pre- and post-testing were given to a random sample of participating students and a control group. Project students demonstrated a significant increase in knowledge of occupational characteristics, occupational preparation requirements, career planning activities, and in maturity of career relevant attitudes.

Implementation Requirements: This program can be implemented with existing personnel. A one day inservice workshop is needed for staff implementing the program. It is suggested that a member of the staff be designated to coordinate the program.

Other than costs associated with the training workshop, a district should budget (or have) a VCR, career files, career books, and Occupational Outlook Handbooks. Consumables: Harrington O'Shea (package of 25 @ $24.00) and VIESA (package of 25 @ $23.75).

The total cost should not exceed $2,000 (unless some of the above career materials are not already available) for a population of 900.

Contact: Ms. Donna Ross, Guidance Counselor, Guilderland Central High School, Guilderland Center, NY 12085 (518) 861-8591

Program Title: The "CULINARY INSTITUTE" and Partnership between the School and the Community in Consumer Education for Severely Handicapped Adolescents

Audience: Special education adolescent students

Program: Students, particularly emotionally handicapped and communication disturbed students, often lack the perspective necessary to be alert consumers. The "Culinary Institute" is a program and process within the school setting which provides the consumer education component of the youngster's program. This program is conducted by the staff (no additional staffing is required) following SED guidelines for home/career skills which have been adapted for the handicapped population. Single marketing designs and implementation are undertaken to train them in carrying out selective consumer strategies. The students are taught to read labels, compare prices, and make complaints effectively. The students are provided with activities of consumerism that require academic, social, and vocational skill development which must be fostered within the community. To provide community experiences for students with communication and emotional disorders necessitates a giant step in school/community relations facilitated by the "Culinary Institute". To obtain community support and cooperation, contacts with business and community leaders, which may evolve into a partnership between the two groups, are need. Part of the process of the "Culinary Institute" is developing this partnership. The D/D has had a successful partnership with Waldbaums for its students.

Evidence of Effectiveness: Selected strands of the *Behavioral Characteristics Progression (BCP)* (1973) published by the VORT Corporation were used to provide systematic observation of the participants. Testing indicates acquisition of new skills as well as achievement of the program goals and objectives.

Implementation Requirements: This is an easy program to replicate. The cost for replication is minimal. Replication can be achieved by a visit to the program and "walking through" a typical day. Training of staff would take one to three days at the D/D site only. The cost of material and supplies can usually be absorbed by supplies brought from home.

Contact: Robin Sue Ward, Principal - P.S. 177 Queens, Lester Katz, Assistant Principal, 56-37 188 Street, Fresh Meadows, NY 11365, (718) 357-4650

Program Title: EARLY CHILDHOOD CENTER DEVELOPMENT MODEL

Audience: All elementary school classes in grades pre-K through grade 2 or Kindergarten through grade 2 in separate early childhood centers or within regular elementary school.

Program: The Early Childhood Center Development Model serves as an appropriate and effective educational program for young children which facilitates school desegregation. The comprehensive curriculum components incorporate three nationally validated programs with the NYS universal curriculum areas: Early Intervention, STAMM, and Talents Unlimited. Early Intervention provides screening instruments and procedures at the pre-K level to provide useful information to the teacher for preparing a learning profile for each child as a basis for designing activities. Children demonstrating success (80% mastery) of a skill proceed to the next skill. At the sound/symbol skill level children are introduced to formal reading instruction. STAMM (Systematic Teaching and Measuring Mathematics) enables teachers to organize math instruction from the concrete to the abstract while challenging students at their instructional levels to preclude learning problems. Talents Unlimited techniques are infused throughout the curriculum to accommodate a variety of learning styles and abilities.

Grade level structures include all day pre-K and K-2 five days per week. The unique staffing pattern includes a teacher and teacher aide in each classroom and a program coordinator at each building. The program coordinators assist teachers in program implementation and monitor the management of all curricular areas.

At the developer site, age and residency were the requirements for enrollment. At the prekindergarten level however, it was necessary to conduct lotteries because the demand exceeded the available space. Parents interact cooperatively with the Early Childhood staff members beginning with child's entry into school. This interaction includes opportunities at the activities, planning, and instructional levels and continues throughout the child's school experience.

Evidence of Effectiveness: The data generated over a 4 year period and utilized in the program validation process document the following: a) that statistically significant differences in levels of math/reading performance consistently favoring the program have been obtained between Early Childhood Centers and district comparison groups based on *California Test of Basic Skills* in Reading and the *Stanford Achievement Test* in Math outcomes; b) that both positive and statistically significant parental perceptions of program effects have been consistently observed based on parent surveys; c) that acceptable levels of program school integration/desegregation criteria have been realized.

Implementation Requirements: Initial and follow-up training for administrators, program coordinators, and teachers require 2 days each, preferably at replicator site. The number of participants per training group is flexible. Included in the training are review of screening instrumentation, implementation suggestions, program components, curriculum infusion, scheduling, and lesson plans. Consultant honorarium of $200/day plus expenses, $720 for manipulatives, $250 for printing, $430/teacher for initial training.

Contact: Joan C. Downey, Director of Early Childhood Programs, Buffalo Public Schools, Room 419, City Hall, Buffalo, NY 14202, (716) 842-3693

Program Title: PROJECT EYE-OPENER THROUGH CAREER EDUCATION*

Audience: Career and self-awareness, grades 4-9 and 11. Reduction of occupational stereotypes, grades K-9. Program for all student populations. Knowledge of careers infused in regular subject area curriculum.

Program: Career education concepts, background, and techniques are *infused into the regular curriculum on an on-going basis*. Career speakers visit classrooms. Related career education field trips and the use of the career resource center supplement speakers and trips. The program includes a Community Career Education Council, a Parent Advisory Career Education Council and a Career Education Resource Center.

Evidence of Effectiveness: Analysis of covariance of mean gain scores, using pre-test as covariant, indicated that the program successfully met these objectives: 1) increased career awareness, grades 4-9 and grade 11, 2) increased self-awareness, grades K-9, and 3) reduced biased occupational stereotypes. Evaluation instruments used: *Career Awareness Inventory; Primary and Intermediate Occupational Stereotype Inventory; Advanced Level Career Awareness Inventories*.

Implementation Requirements: Four days of training and one of technical assistance are recommended for implementation -- two for initial training at the D/D or replicator site and two for follow-up. Maximum number of trainees per session is 20. During training, teachers will be taught a unique method for infusing career education concepts and techniques into the regular subject area curriculum.

Packets of awareness materials will be provided to adopter district for duplication at no cost. Commercially prepared materials will be recommended for the development of a career resource center. No special equipment is needed for the program.

Costs for this program include purchase of commercial career materials, set up of career resource center, duplication of packets of awareness materials for classroom use, and travel expenses of the D/D, as well as stipends/per session wages for adopting teachers, et. al.

(*) This program is on hold at this time. Project Eye-Opener Through Career Education will resume active participation in "Educational Programs That Work Network" during the 1990 - 1991 school year.

Contact: Dr. Virginia Bartolotti, Principal, P.S. 131, 4305 Fort Hamilton Parkway, Brooklyn, NY 11219 (718) 330-9355 Attention: Project Eye Opener

Program Title: GIFTED HANDICAPPED MENTOR PROGRAM (GHMP)

Audience: Students who are both gifted and handicapped in grades K-12.

Program: The GHMP is a one-to-one mentor program serving handicapped students who have demonstrated an ability or a potential ability to excel beyond the norms for children their age in one or more specific areas such as math, writing, art, language, science, computer, etc. After students are screened, assessed, and accepted into the program, a mentor specialist is hired who works with each student in school a minimum of one hour per week on developing the student's specific area(s) of giftedness. Mentors also help students develop a more positive self-concept. Specific program goals are incorporated into each student's IEP.

Remediation of student weaknesses continues to be provided by special education or resource teachers. Through incorporating this related service into a gifted handicapped child's program, students and school personnel begin to focus on the child's abilities in addition to his/her disabilities providing a more realistic total program.

Inservice training assists mentors and school personnel identify and meet the needs of gifted handicapped students.

Evidence of Effectiveness: Documentation on the effectiveness of the GHMP has been collected since the program's inception ten years ago. Significant growth has been made by most students in their area(s) of giftedness and in self concept after participation in the program for a minimum of one year. Each student's growth in his/her specific area(s) of giftedness and in self concept is assessed each year through a variety of individually administered tests, mentor progress reports, evaluation of IEP goals, and teacher, parent, and student program evaluation forms.

Implementation Requirements: A minimum of one day training plus follow-up sessions are necessary in order to implement the program. In addition, technical assistance will be provided during implementation. Models of all record keeping and report forms will be made available.

Contact: Susan Levey, GHMP Coordinator, Putnam/Northern Westchester BOCES, School Services Building, Yorktown Heights, NY 10598 (914) 245-2700 Extension 371

Program Title: Giving Rural Adults a Study Program (GRASP)

Audience: The GRASP home study program is designed for educationally disadvantaged adults, 18 years of age or older, who are seeking a high school equivalency diploma. Although targeted for rural, isolated adults, GRASP can work effectively in any setting. A minimum reading level of 6.5 is recommended for success in this program.

Program: Problems such as lack of transportation or child care, shift work, or physical/emotional disabilities make it impossible for a number of adults to attend traditional, on-site classes. GRASP serves these adults in an out-reach program which delivers individualized home-study packets to adults in their communities via the regional library network. Before entry into GRASP, a written assessment of the student's reading, writing, and math skills is given. Based on results, staff must judge the student able to work independently and be willing to devote a minimum of six hours weekly to studying. Personal data and student goals are also obtained during the assessment.

Home-study packets are individually prepared twice a month for GRASP students. Each packet is prepared based on work returned by the student, and contains a variety of assignments covering the five disciplines of the GED. When the student is judged ready to take the exam, a predictor test is included in the study packet. Students are not referred to testing until staff predicts success. Students may remain in the program as long as it takes them to become test-ready. This usually does not exceed one year.

Curriculum is based on skills needed to pass the GED exam. Each assignment is outlined in written format. For staff purposes, all assignments are coded to give reading level and average length of time to complete. Testing and feedback are an essential ingredient, as there is no direct contact between teacher and student. A comprehensive, easy to use record-keeping system has been developed.

Evidence of Effectiveness: During the year 1985-86, GRASP had 76% of the study group successfully pass the GED, compared with 43% of statewide programs. For this same period, the student retention rate was 68% for GRASP compared to 44% for statewide programs.

During the study year, pre- and post-testing was administered with the *CAT*. In terms of grade equivalents, GRASP students achieved 9-17 months growth in just a five-month period.

We have seen positive attitude changes in many GRASP graduates who previously had not had access to the educational system, and who have followed up by enrolling in vocational training programs. There have been gains in self-confidence and motivation.

Implementation Requirements: A minimum of one full day inservice is required prior to program implementation. Both an administrator and a teacher should attend. An extensive manual containing curriculum and all forms and assignments developed for GRASP is provided to each site and is included in the training fee. By completion of training, each site should understand staffing and budget requirements, recruitment, curriculum, and resources.

Contact: Carol E. Bartlett, Coordinator of Continuing Education, Project GRASP, Washington-Warren-Hamilton-Essex BOCES, Southern Adirondack Education Center, Dix Avenue, Hudson Falls, NY 12839 (518)793-7721, Extension 224

Program Title: GREENHOUSE: Experienced-Based Career Education (E.B.C.E)

Audience: Students who are referred as potential drop-outs in grades 10-12 needing an alternative school environment.

Program: GREENHOUSE can be a separate alternative high school or a school-within-a-school for students earning a local or Regent's high school diploma. The goal of the program is to increase attendance and improve attitude and career awareness while completing high school requirements. Each student is assigned to a learning coordinator who organizes the student program and determines the amount of credit to be granted for the students' experiential learning program. "Resource" people in the community (interested adults) serve as mentors for the students' apprenticeship or internships. A supplementary curriculum related to the use of community resources as educational centers is developed. Flexible scheduling helps integrate the student's academic work with the experience-based program. Criteria/guidelines have been developed for identifying students and orientation strategies for introducing the program. A major component of the program is identifying community resources to provide essential career experiences.

Evidence of Effectiveness: Students indicate better feelings about school, self knowledge, and awareness of career opportunities as measured by career surveys, self reports, and school opinion scales. Student attendance improves as well as a re-engagement with school in relation to the accumulation of credits towards a diploma. Thirty students identified as potential drop-outs remained in-school and increased their credit accumulation, average daily attendance, career awareness and knowledge in decision making when compared to a control group of 30 similar students in a traditional high school.

Implementation Requirements: Ten days of initial training at the replicator site are recommended for districts wishing to implement E.B.C.E. with three days of follow-up and a single day of Technical Assistance. The maximum number of trainees is seven per trainer. Visitors are welcome at the D/D site by appointment. The major costs associated with the program are for staff training. An honorarium ($250/day) and travel for the D/D should be included in the cost. Curriculum development activities require additional funds.

Contact: Charles D. Alessi, Rockville Centre Public Schools, Shepherd Street, Rockville Centre, NY 11570 (516) 255-8960

Program Title: GROWING UP TOGETHER PROJECT/EPIC

Audience: A sequential curriculum of self-concept and citizenship infused into regular academic subject areas for students in grades 4 through 6.

Program: This is a sequential curriculum infused in other subject areas, but not exclusive of other instructional goals. Two areas, "Self-Concept," and "Rules, Rights, and Responsibilities," can be conducted in any subject in small or large group settings. To complement the school curriculum, a parent component is available which consists of parenting workshops within a school setting.

Evidence of Effectiveness: Project students grades 4 through 6, demonstrated a significantly more positive self-concept and attitude toward citizenship, as measured by the *Growing Up Together Scales*, than a comparison group of non-participating students. Also, project students demonstrated significantly greater improvement in four citizenship behaviors, as measured by teacher assigned grades.

Implementation Requirements: Teachers receive a one-day inservice training course prior to implementation. During implementation, teachers are encouraged to select activities from the **Growing Up Together Resource Guide**, to incorporate into their daily lesson plans. Activities can be used separately or in conjunction with a teaching unit. Maximum number in training group -- 15 to 30. A two-day turnkey training program is available. Direct training is recommended. Training is also available for the parent component.

EPIC Instructional Materials: Teacher's Resource Guide, Grades Pre-K through 3, and 4-6, 7-9; Parent's and Facilitator's Manual, for parents of young children and for parents of adolescents (also available in Spanish); Childcare Manual; Procedures Manual. Curriculum materials must be purchased from EPIC (Effective Parenting Information for Children).

Two trainers for two days = $1200; Teacher's Manual = $15; Parent's Manuals = $10 per manual; follow up training = $300; student evaluation pre- and post-test approximately $2.00 per pupil. Optional costs: training for parent component; training for support staff (bus drivers, cafeteria aides, etc.).

Contact: Gary Ciurczak, EPIC, 1300 Elmwood Avenue, 319 Cassety Hall, Buffalo, NY, 14222 (716) 886-6396

Program Title: PROJECT INTERCEPT: A positive alternative to pupil suspensions, truancy, and dropout.

Audience: A teacher-training program that addresses problems of student discipline, truancy, and chronic academic failure. Approved by New York State and JDRP for students in grades 9-12 who have high rates of failure and truancy, along with a history of disruptive behavior.

Program: Project Intercept provides preservice/inservice training to deal with adolescents who have shown chronic disruptive, failing, and truant behavior, and to address such problems before these difficulties fully develop. A preservice/inservice training program offers teachers training in curriculum using discipline techniques, classroom management, group dynamics, and family and parental training skills.

Management skills for establishing an alternative academic program for potential dropouts are also taught. Three programs developed by Project Intercept are COPE, Learning Center, and the Learning Cluster. In the first two programs, targeted students are placed in self-contained classes for two thirds of the day, and may take electives or attend vocational training programs during the remainder of the day. The learning Cluster offers a preventive treatment program to ninth-grade students where one-quarter of the day is spent in English and social studies.

Teachers also receive training in group counseling; students who participate in this component learn to demonstrate more appropriate interpersonal skills and improve self-concept. Family intervention and parent-training skills are taught to staff who are responsible for parent contact. This component reinforces changes taking place at school and helps parents deal more effectively with all of their children.

Evidence of Effectiveness: There was a decline in the drop-out rate ($p. < .001$) and suspension rate (-71%) in the high school. Alternative Academic Program students have demonstrated increases in attendance rates ($p. < .001$) and decreases in failure rate ($p. < .001$).

Implementation Requirements: The adopting district will need to set up an alternative academic program within the school to treat those students identified as high-risk dropout-prone students. A minimum teacher-student ratio of 1:15 will be needed, but other units can be added. Once a teacher has been trained, the project has a highly effective method of peer-critiquing, which can be used to easily train other teachers in most subject areas in the program's discipline, classroom management and instruction procedures.

A minimum of three days of training must be provided to a teacher designated as the key person to adopt the project. Each adopter should have a copy of the Teacher, Counseling, Management, and Family Intervention Manual. Districts do not need to provide additional staff, equipment, or supplies. Training sessions can accommodate up to 20 teachers.

Awareness materials are available at no cost. Visitors are welcome at project site anytime by appointment. Project staff are available to attend awareness meetings, training, implementation, and follow-up services (costs to be negotiated).

Contact: Richard Maurer, Ph.D., Anne M. Dorner Middle School, Van Cortlandt Avenue, Ossining, NY 10562 (914) 762-5740

Program Title: IPIMS Reading Center: (Individualized Prescriptive Instructional Management System for Underachievers in Reading)

Audience: Grades 7 through 12, Middle School, Jr. High School, and High School

Program: The IPIMS Reading Center model is a highly effective organizational structure and management system for setting up and running a supplemental center in secondary schools. The center in Union Springs is staffed by reading teachers and paraprofessionals as well as student volunteers. A wide variety of instructional resources is available; these materials are color coded into four reading levels. It is up to each individual district or building to set up and equip their own center with whatever materials they feel are appropriate.

Once the center is established, it operates as follows:

Students are identified and scheduled into the program.
They are given further diagnostic testing and an interest inventory.
Individual strengths and weaknesses are noted as well as personal interests.
Individual prescriptions are written and implemented.
Student progress is monitored by a criterion-referenced system.
Parents, teachers and students receive periodic progress reports.
Students are post-tested to determine achievement and future placement.

One of the unique adaptions of IPIMS in Union Springs is the addition of writing and math remediation to our validated reading center. The structure works for all three areas and provides a flexibility that many districts need.

Evidence of Effectiveness: As a result of one year of participation in the IPIMS/Reading Center, students in grades 7 through 12 demonstrated gains significantly above the norms on the *Stanford Diagnostic Reading Test*. Pre- and post-test scores showed that skills grew at a rate of one and one-half years for each year of instruction, a statistically significant rate ($p<.001$). Students who participate in the reading/learning center show significant improvement in content subjects and are encouraged to complete high school.

Implementation Requirements: A one-day training session is required. Additional follow-up is available. Training includes: an in-depth orientation to the total program; overview of components selected for the adoption/adaptation by participating district; discussion of staff roles; the theoretical and applied aspects of the validated program; alternative installation strategies that might be employed by the district; a comprehensive review of the evaluation design; and a systematic review of all resources to be employed during the replication.

One training manual ($35.00) is needed for each reading center established. Adopting districts will be responsible for the expenses involved in training which can be conducted at the project site or at the adopter site.

Costs for implementing the center will vary from school to school depending on the number of resources currently available in the district, the size of the center, the number and type of staff members, and the student population to be served.

Contact: Georgia A. Crissy, NDN Trainer or Sidney J. Beckwith, Project Director; Union Springs Central School District, 27 North Cayuga Street, Union Springs, NY 13160 (315) 252-9309

Program Title: JOB CLUB

Audience: Adults over 18 years of age, referred by the department of Social Services to develop their job search skills.

Program: The purpose of Job Club is to assist Social Service recipients in learning job skills with the intention of becoming employable. In learning a set of job-seeking interventions, students also become more confident in themselves and move out of the depressive state into which so many fall. Job Club aids students in becoming aware of those positive and negative factors that can help or hinder them in the job market.

Students are recruited into the Job Club by the Department of Social Services. Once identified, they must take the reading comprehension portion of the *TABE* (Test of Adult Basic Education). Acceptance into the program depends upon scoring at an eighth grade reading comprehension level.

Job Club has been designed as a building process. Students first engage in the process of taking a serious look at how they perceive themselves and how others perceive them. They explore their interests and abilities, and consider their short and long term goals.

The Job Club course meets Monday through Friday from 9:00 a.m. to 12:00 p.m. for three weeks. Students develop an employer contact list, perfect their ability to complete job applications and resumes, write business letters (including cover letters and thank you notes); develop interviewing skills; discuss work habits and how to handle typical problems that occur on the job. Then they apply these skills by telephoning for job interviews. Effective use of the telephone book results in student employment interviews and, in many cases, unsubsidized employment.

Evidence of Effectiveness: Two criteria are used to assess program effectiveness: program completion and attainment of a job and/or enrollment in a job training program. On the average, 60% of Job Club students complete the course while 35% of its graduates secure jobs or continue to seek further training.

Implementation Requirements: One instructor is required for 10 through 12 students. Potential adopters will attend a two-day training workshop. Potential adopting school districts or BOCES should plan to send both the Job Club teacher and an administrator to the training session. A follow-up visit to the adopting site will be made by the D/D.

Costs associated with this project include teacher salary and benefits for 15 hours a week at a maximum teacher/student ratio 1:12. In addition, a minimum of 27 hours per month in clerical support is needed for typing student resumes and letters. Supplies and equipment constitutes a second major expense category. Access to a copier is important, as is a VCR, television camera and monitor, which will be utilized approximately 10 days per month.

Project Manual $30; Inservice Training and Technical Assistant; Transportation and Expenses/Trainer $750; Duplication Expense $300; Telephone Installation $1,900; Telephone Rental $2,500; VCR/Camera Purchase; $800

These figures are estimates. Costs can vary depending on location. Schools or districts can share inservice costs, thus substantially reducing the cost.

Contact: Claire Miles, Program Administrator, Adult Basic Education Programs, Rochester City School District, 54 Oakman Street, Rochester, NY 14605 (716) 262-3110

Program Title: LEARNING TO READ THROUGH THE ARTS PROGRAM: An Intensive, individualized reading program presented through the arts.

Audience: Validated by N.Y.S. and approved by JDRP for children grades 2 through 7 who are reading at least one year below grade level.

Program: Reading teachers, classroom teachers, and artist teachers work with Chapter I eligible children at sites in each of the boroughs of Manhattan, Queens, Brooklyn, and the Bronx. At the developer sites, children in grades 2 through 6 are served, as well as special education students. The program is also suitable for grades K-1 and 7 through 12, and adopters have used the program with those audiences. The program is associated with major cultural institutions in New York City: the Staten Island Children's Museum, the Bronx Museum of the Arts, the Museum of the City of New York, the Brooklyn Museum, Ballet Hispanico of New York, Business and Industry for the Arts for Education, Inc., El Museo del Barrio, and The New York Botanical Garden. An overall approach to improving reading is used in this intensive, diagnostic, prescriptive, individualized program presented through the arts. It integrates a total arts program with a total reading program. Listening, speaking, writing, and reading techniques are stressed in the reading-oriented art workshops, and a diagnostic/prescriptive approach to reading is employed in the reading workshops. Participating children meet with the classroom/reading teachers in whole class, small groups and/or individually for an average of three hours per week. Students receive additional art and reading instruction for at least one and a half hours a week in reading-oriented arts workshops in such areas as dance, mixed-media, music, theater, crafts, sculpture, painting, printmaking, and photography. The resources of museums, cultural institutions, universities, resource centers, and libraries are used, and special programs related to the content of project workshops are scheduled for students on field trip/special event days. There is an annual Learning To Read Through the Arts exhibition of work by participating students and/or a performing Arts and Film Festival. A series of parent workshops is also held. Preservice and inservice trainings are available.

Evidence of Effectiveness: Learning to Read Through the Arts is evaluated by use of spring to spring pre- and post-test results from a norm referenced test. Students gained almost two months for every month of instruction with mean gains of 5-13 NCEs achieving its exemplary status. Through the years, the program has demonstrated gains of more than 7 NCEs.

Implementation Requirements: Reading teacher/classroom teachers, professional artists, and/or artist teachers are trained in the Learning to Read Through the Arts Methodology. Teacher-made pupil-oriented materials, instructional devices, filmstrips, records, tape recordings, media libraries, books on the arts, and art and audiovisual supplies are used. Program hours and times are adaptable to adopters' needs and scheduling requirements.

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Program Title: LEARNING TO READ THROUGH THE ARTS PROGRAM (Cont'd)

Implementation Requirements:

Awareness materials are available at no cost. Visitors are welcome at project sites anytime by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also conducted at adopter site (costs to be negotiated). Two days of initial training at the D/D or replicator site and one each for follow-up and technical assistance are needed. Follow-up training includes, Reading-oriented Arts Workshop, Teacher Made Materials, Evaluation and Field Trip Training. Training materials and curriculum guides cost approximately $85 per teacher. Cost of program implementation depends on available personnel. Cost of art supplies and equipment depends on the reading-oriented workshops that are implemented.

Contact: Mary Jane Collett, Project Director, Learning to Read Through The Arts Program, Division of Curriculum and Instruction, P.S. #9, 100 West 84th Street, New York, NY 10024 (212) 787-0470 or -7582

Program Title: PROJECT LEGAL (Law-related Education: Goals for American Leadership)

Audience: NYS validated and JDRP-approved for all abilities of social studies students at grades 5, 7, 8 and 11, or those grades at which American history is taught. Adoption groups have ranged from learning disabled students to average to gifted students.

Program: Research has found that traditional teaching approaches have failed to improve students' knowledge and skills related to the functioning of the US legal/judicial system. The goals of Project LEGAL are to advance students' knowledge and problem solving skills in the area of constitutional studies through teacher training and implementation of specific and sequential approaches to law and civic education. Following a two-three day teacher training program (ideally presented in the summer or early fall) the first component of LEGAL's curriculum is the introductory unit that is taught in American history courses during the fall of the school year. The unit consists of 10 lessons with teaching strategies that systematically and sequentially lead to the development of high level problem solving skills. The *Teacher Manuals* provide detailed lesson plans for this unit. The first four lessons enable students to discover that law affects their entire lives and that our laws and our Constitution (with emphasis on the Bill of Rights) are based on societal and individual values. The fifth lesson presents situations to introduce the concept of legal values conflicts. The sixth lesson demonstrates that the judicial system exists to resolve such conflicts. The remaining lessons concentrate on the case method-analysis of the facts, formulation of the issue question, and examination of the reasoning on both sides of the case. The activities and examples are varied to meet the abilities of each grade level.

The second component is the bi-weekly lessons that teachers prepare to fit into existing state-mandated history course content. Each of these lessons reinforces the knowledge and problem solving skills presented in the introductory units. For these lessons, the teacher determines the curriculum content and particular issues or cases to be studied, using LEGAL's teaching strategies and visuals of landmark Supreme Court cases. The visuals are especially helpful for teaching problem solving to learning disabled or remedial reading students.

Evidence of Effectiveness: Locally developed and validated tests of knowledge and comprehension and problem solving related to the functioning of the United States legal/judicial system used in a pre/post, target/control design demonstrated significant gains (.01 from pre to post test) at grades 5, 7, 8 and 11, resulting in NYS validation (1979) and national validation (1982). Also, more than 900 teachers from 10 states have adopted Project LEGAL, and the majority continue to use LEGAL after the initial implementation year.

Implementation Requirements: Potential adopting schools which contact Project LEGAL will be sent a 45-minute video tape produced in 1989 which provides details of the adoption and implementation process and interviews with successful adoption teachers in New York City and Upstate New York. Implementation begins with a three-day summer workshop (teacher stipends may be paid from an adoption grant budget) or a two-day workshop held in the fall (adoption budget may pay for substitutes). Costs for a summer workshop range from $175 to $200 to cover meals and lodging at a conference resort; this 15-hour workshop, however, provides greater opportunity for individual curriculum development. Registration for a two-day workshop is $25 to cover the cost of lunch and the meeting room. Costs for the Demonstrator's training and travel vary according to the number of districts participating and

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Program Title: PROJECT LEGAL (Cont'd)

Implementation Requirements:
the location. Workshops enable participants to gain hands-on experience in teaching the Introductory Unit (Student Booklets containing Introductory Units cost $78.75/class set of 35). Also, several substantive topics such as due process, speech, and equal protection cases are presented using the *Teacher Manual* ($12.50) and Visuals of Legal Issues and Supreme Court Decisions ($2.50). Permission to reproduce Project LEGAL's pre- and post-test is given to adoption schools, or they may be purchased for $10.00/class per set of 35. Adoption schools must also agree to assume the responsibility of test scoring and furnishing Project LEGAL with mean scores and standard deviations for each group; Project LEGAL will then administer a t-test and analyze the results.

An adoption teacher participant must be willing to administer the pre-test following training, have them scored, teach the 10 introductory lessons by December 1st, and prepare, teach and submit two problem solving lessons each month from December through April using one's existing curriculum and Project LEGAL methods/materials.

It is strongly recommended that a supervisor or administrator participate in the training and serve as a liaison between participants and Project LEGAL. Throughout implementation, the liaison will monitor implementation, hold meetings among participants to resolve problems, and schedule on-site technical assistance visits. These visits permit the observation of every participant, further training, demonstration lessons and/or group meetings to resolve implementation concerns. Be sure to budget additional consultant ($300/day) and travel costs for such visits.

Contact: James J. Carroll, Ph.D., Director, Project LEGAL, Syracuse University, 712 Ostrom Avenue, Syracuse, NY 13244 (315) 443-4720

Program Title: LONG RANGE EDUCATIONAL STRATEGIC PLANNING MODEL

Audience: A model for school district long-range educational strategic planning for enrollment, staffing, finance, instruction, facilities, and environment.

Program: The program provides a management system with a set of procedures for gathering and organizing data to make planning projections from previously unconsolidated data concerning a district's facilities, staffing, enrollments, instructional programs, and finance to plan for educational change over a five (5) year planning cycle. This model provides a planning process for structuring and implementing the objectives and tasks generated by the data analyzed. There is considerable emphasis on a cohesive administrative team management approach for this long range planning. The program provides a step by step guide for both the procedures used to consolidate the data and the process for formulating and implementing objectives.

Evidence of Effectiveness: The planning and management process was verified by the New York State Education Department Evaluation Team as one which enables a district to successfully implement the targeted objectives set.

Implementation Requirements: The program requires that a school district follow the framework of the planning model, including the gathering and analyzing of data, goal-setting, and target implementation. There is considerable emphasis on the team management concept and trainees will learn how to work together as a unit. Three days of initial training at the replicator site, and follow-up consultation as needed, are provided the first year. The maximum number of trainees is (10). Five days technical assistance is recommended for the second year.

Materials that must be purchased from the D/D are: Long-Range Planning Base and Long-Range Planning Manuals for the superintendent and administrative staff. Although no special equipment is required, computerization should be considered.

The costs of this program include the purchase of Planning manuals ($50/district), the computerization of project data, and the staff time needed for the study. Other costs are an honorarium of $300/day and the D/D travel expenses.

Contact: James N. Mills, Superintendent, Silver Creek Central Schools, P.O. Box 270, Silver Creek, NY 14136, (716) 934-2603

Program Title: MORE EFFECTIVE SCHOOLS/TEACHING PROJECT (Effective Schools)

Audience: The More Effective Schools/Teaching Project's audience is the individual school, whether it be elementary, junior high, or high school. It is designed to improve both the equity and quality of learning of all students in the school.

Program: The key purposes of the project are that all students, regardless of socio-economic background, gender or ethnic background, will achieve at least a minimum level of academic mastery; and that the percentage of students demonstrating excellence in learning will increase.

The program is based upon the findings of the effective schools research. The program's structure is based upon the findings of research on change, organizational development, and staff development.

After awareness activities occur throughout the district, a cross-role district-wide leadership or planning team is formed. The members of this team receive inservice training on the research and are responsible for developing a master plan for implementing an effective schools project, as well as selecting a needs assessment instrument to ascertain the presence of effective school correlates. The master plan is approved by the Superintendent and the Board of Education.

Then small (5-7 members) building improvement or planning teams are formed. The needs assessment instrument is given to all faculty and student achievement data is examined via a desegregated analysis. Building teams are trained to analyze the data and to prepare a building improvement plan based upon the data. This draft plan is submitted to the faculty for approval and may or may not be submitted to the Superintendent for final approval.

Implementation occurs throughout the year. At the end of the year the needs assessment instrument is re-administered and student achievement data is desegregated. This information then is used to formulate next year's improvement plan for the building. An end of the year evaluation report is prepared and submitted to the faculty, the Superintendent and the Board of Education.

Evidence of Effectiveness: New York State PEP tests are normed so that the Statewide Reference Point is approximately equal to the 23rd percentile. Using this standard, greater than 95% of all students demonstrate competency. Spencerport uses a more stringent standard of competency, or effectiveness - the 40th percentile on the *Stanford Achievement Test*. In 1982-1983, 83% of the students met this standard; by 1988-1989 it increased to 92%. Unusually high proportions of students attain grades indicative of academic excellence. In 1982-1983, 43% scored in the seventh, eighth, and ninth stanines on the *Stanford Achievement Test*; by 1988-1989 it had increased to 56%.

Another way of illustrating the substantial improvements in student achievement which occurred throughout the district is through the proportion of students who earn a Regents Diploma.

New York State	Spencerport
1983 44%	48%
1988 48%	64%

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Program Title: MORE EFFECTIVE SCHOOLS/TEACHING PROJECT (Cont'd)

Implementation Requirements: The Spencerport School District holds monthly visitation days for those who wish to visit and observe the More Effective Schools/Teaching Project. Cost of implementing building plans vary from district to district.

We estimate that a school district will spend an average of $5,000 per building designing and implementing each effective schools project. Costs include the following:

Planning and awareness workshops, estimated (two days); training of District Leadership Teams and development of Master Plan (four days); subcommittee work, approximately (three days); training of Building Planning Teams (five days). A series of training notebooks are available at cost plus handling. Consultant's time is $500 per day plus travel. Other implementation factors to consider are awareness activities and conferences; additional clerical help to process data; substitute costs for releasing teachers and administrators for training; summer curriculum pay for training building, planning teams, and supplies.

Every district with which we have completed a full training process has continued their project without additional assistance from Spencerport.

Contact: Dr. Robert Sudlow, Assistant Superintendent for Instruction, Spencerport Central Schools, 71 Lyell Ave., Spencerport, NY 14559 (716) 352-3421

Program Title: THE MORNING PROGRAM

Audience: The Morning Program involves all elementary school classes, grades K-6, their teachers, and administrator.

Program: The Morning Program is a 20 minute early morning assembly held in our gym on Monday through Friday. The purpose of the assembly is to help our students develop a positive self-concept. The team effort of students, teachers, and administrators, starting each school day together on a positive note, will instill in the students positive feelings about themselves, each other, and school. Academics, values, and attitudes, with positive interaction between students and staff, are the basis of The Morning Program. The activities foster the attitude that we belong and that we count. These activities include: singing; rhythm activities; listening to speakers; watching classroom plays and presentations; recognizing students' birthdays, citizen of the week, and good lunchroom manners; celebrating various holidays, (Christmas customs and traditions, Irish customs on St. Patrick's Day and safety procedures on Halloween). Each student participates on committees related to the daily functioning of The Morning Program. Visitors are always welcome and we never have a day when there aren't parents and community members present. The Morning Program is a great way to start the day.

Evidence of Effectiveness: There has been an increase in students' positive attitudes towards themselves and school as measured by student, parent and staff survey questionnaires.

Implementation Requirements: To replicate this program, K-6 teachers and administrators who will be involved need to attend our three day inservice program. During the inservice program, activity ideas and music will be shared and assemblies will be planned for the next calendar year. Training is held at South New Berlin Central School and the fee is $1575 for the three days.

To implement the program a school district needs a site for the early morning assembly; an administrator or teacher willing to coordinate it; bi-monthly meetings of the faculty involved; and $500 to $700 for materials and awards.

After program implementation our trainers are available for phone consultation and will make at least one on-site visit during the implementation year to provide technical assistance.

Contact: Barbara Tompkins, The Morning Program, South New Berlin Central School, South New Berlin, NY 13843 (607) 859-2221, or -2555

Program Title: THE OSSINING TUTORIAL PROGRAM (Recipe for Reading by Nina Traub)

Audience: Grades 1-3. Specific Learning Disabled, general, disadvantaged, and handicapped, students having difficulties in reading, spelling and/or writing are served in this supplemental pull-out program.

Program: The method was developed by the late Nina Traub, former school psychologist with the Ossining School District. The program is a multi-sensory approach to the teaching of reading, spelling, and handwriting using the manual Recipe for Reading. The program is both a remediation and a preventive strategy designed for children who have, or would be expected to have, difficulty in acquiring basic skills in reading, spelling, and/or handwriting. It strives to have each child achieve his/her potential. Four unusual features distinguish it from other such approaches: 1) multi-sensory, systematic approach to linguistics; 2) the possible use of auxiliary volunteer personnel, as well as established teaching assistants; 3) tutorial instruction on a one-to-one basis outside the classroom; 4) the use of coordinators who handle much of the on-going training and supervision of the tutors and students, and who maintain liaisons with staff and parents.

The personnel required for the program are: one coordinator for each school involved, tutors and/or teaching assistants.

The program attempts to deal with students on both the cognitive and affective levels. It endeavors to provide them with the emotional support needed for an improved self-concept, showing them that they can perform well and succeed in school. Students are selected through teacher, parent, psychologist referral, or test scores.

Evidence of Effectiveness: Students of all economic backgrounds with reading, spelling, or writing difficulties were included in the program since 1972. Tests used for validation were: *California Test of Basic Skills*, *Wide Range Achievement Test*, and *Woodcock*. Statistical significance was found on both the *Woodcock* and *CTBS* at the 2nd grade level. Repeated testing using the *WRAT* showed continual progress for former students as they moved through the elementary grades.

Implementation Requirements: Materials required for program implementation are: one Recipe For Reading manual for each tutor; two sets of ABC Readers for 25 children; and materials made by tutors and other volunteers. Special paper used for handwriting. Any available space for one-to-one tutoring is usually sufficient. In Ossining, the cafeteria has been used during the morning prior to lunch time.

Tutors may be trained in a one to two day workshop on site by the project directors. Teachers are encouraged to participate in training sessions. The tutors must work under the direct supervision of their trained coordinator, which constitutes on-the-job training. Key personnel are encouraged to visit the program in Ossining by appointment. Training at developer and adopter site given. Awareness materials available.

Other than costs associated with the training workshops, districts should budget for: 1) the salaries of one coordinator for each school involved. The coordinator may be from existing staff or hired part-time. 2) Salaries of one-to-one tutors.

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Program Title: OSSINING TUTORIAL PROGRAM (Cont'd)

Implementation Requirements:

Instructional materials needed are: a) Recipe For Reading #505 one per tutor $9.50; b) Recipe For Reading one per coordinator $9.50; c) Recipe For Reading Kit #8505 one per school $16.50; d) Alphabet Series (21 storybooks) #8750 one set per 12 children $32.00. Other materials are blank playing cards, index cards, special paper, waterproof markers, composition books, folders, pencil grips, and additional reading materials. Cost for these items is approximately $140 per every four students in the program.

Contacts: Annette R. Holder, 1 Ridgeview Drive, Ossining, NY 10562 (914) 941-2899; or Barbara K. Lynds, 44 Overlook Road, Ossining, NY 10562 (914) 762-2019

Program Title: PROJECT PATCH (Participatory Awareness Through Community Help)

Audience: A civic values and law-related educational program for grades K-12.

Program: Project PATCH, the K-12 law-related educational (LRE) program of the Northport-East Northport UFSD, has institutionalized many creative teaching strategies, activities, and curricula developed by Northport teachers and students. The comprehensive project has also adapted or adopted several national and state LRE models which support its civic and law-related educational focus. The program also features a student in-house court and an educational ombudsperson. PATCH has locally developed three law-related educational approaches to the Regents Action Plan's 12th grade requirement for Economics and Participation in Government. The courses are entitled L.E.G.A.L. (Law, Economics, and Government in American Life), Criminal Justice, and Leadership Through L.E.A.D. (Learning, Experience, Action, and Developing Skills), and all fulfill syllabus mandates for 12th grade. The PATCH program may be implemented K-12 or at designated grade levels. In the K-8 program, civic values and LRE concepts are infused in the curriculum. Through peer and cross age teaching, several of the PATCH activities are linked to elementary literature and use "Living Together Under the Law," the supplementary elementary text developed by the New York State Bar Association. In grades 9, 10, and 11, PATCH has infused LRE through the social studies courses entitled "It's a Legal World" I & II, and "American History Through Constitutional Law."

Evidence of Effectiveness: National studies in which Project PATCH has participated indicated that a well organized law-related program can improve student knowledge of the law and have a positive impact on school and participation. Students in the PATCH LRE courses scored significantly higher (.05 level) on knowledge of law and criminal justice. Tests used included: PATCH-designed grade-level pre-post tests; LRE pre-post test; debriefing sheets, C.E.R.T. and One on One rating sheets; oral evaluation sheets, parent questionnaires, and in-service pre-post tests. Tests are given in September and June.

Implementation Requirements: The D/D site is open to visitors at any time by simply making an appointment. There is no charge for the trainers' time or any materials received from the D/D. A five-day PATCH summer institute provides training for staff and an opportunity to develop the content, the instruction, and the adoption plan for all law-related programs. The replicating district assumes any cost related to their staff's time for the five days.

Course manuals for grades 8, 10, and 11 infusion of LRE are available for the D/D. Manuals for four high school courses are also available. Manuals for developing an in-house student court and an educational ombudsperson can also be obtained. There is no charge for these materials.

Contact: Thomas J. O'Donnell, Northport-East Northport UFSD, 110 Elwood Road, Northport, NY 11768 (516) 261-9000, Extension 284.

Program Title: PRIMARY MENTAL HEALTH PROJECT (Primary Project/PMHP)

Audience: Detection and prevention of school adjustment problems in young children in elementary classrooms, grades K-3.

Program: The Primary Mental Health Project (PMHP) is a program for early detection and prevention of school adjustment problems. National surveys show that about three of every 10 American school children experience moderate to severe school adjustment problems and, in some urban areas that figure is seven in 10. The problems of one in 10 American school children are believed to be serious enough to require immediate professional help. Children who fail to profit from the school experience are handicapped in achieving later life goals. Many become chronic burdens (e.g., addiction, delinquency, serious emotional disorder) to society.

Through the use of carefully developed screening procedures PMHP identifies primary graders with early school adjustment problems. Once identified, they receive prompt, effective helping services. Students are seen once or twice a week for 30-60 minute sessions individually or in small groups. Carefully selected, trained nonprofessional child-associates working under close professional supervision increase many fold the number of children who are helped. (College students, part-time aides, etc. have been very effective with the program.)

The project handles both educational and behavior problems (i.e., aggression and withdrawal) that interfere with effective learning. Each child's program emerges from goals established jointly by the mental health professionals of the school, (psychologist, social worker, guidance counselor, etc.) the child's parents, the classroom teacher or other pertinent school professionals. The program utilizes play techniques and relationship techniques to develop a trusting relationship between child and adult to resolve home and school difficulties the child is experiencing.

Evidence of Effectiveness: The screening instruments used by classroom teachers and the mental health professionals in the schools include: 1) the AML screening measure, 2) *Child Rating Scale* (CRS), 3) *Background Information Form* (BIF), and 4) the *Teacher Child Rating Scale* (TCRS). All scales can be used in pre- and post- evaluations of a child's progress, and for program evaluation (with additional instruments).

PMHP has been carefully researched since it started in 1957. To date, some 20 separate PMHP project outcome studies and 20 school district independent program evaluations offer strong support for the program's effectiveness in terms both of improved educational achievement and behavioral adjustment. Moreover, program gains have been shown to have lasting rather than just immediate value.

Implementation Requirements: In order to implement the program, attendance at a two-day workshop, offered in November in Rochester, New York, is required along with the sign-off and approval of the district's superintendent of schools. Preferably two persons from each interested school district should attend. The staff attending should include: the school principal, mental health team and a faculty representative. The standard workshop fee is $140.00/person. This fee, however, is waived for school districts who purchase services from PMHP under the Sharing Successful Programs Network.

(Continued)

Program Title: PRIMARY MENTAL HEALTH PROJECT (Cont'd)

Implementation Requirements

Each participating school should have at least two child-associates, each working 15 to 20 hours a week. Child-associates carry a case load of 12 to 18 children each, depending on the number of hours worked per week. A private place is needed to meet and work with children preferably in a separate room or in a confidential secluded area free of disturbance. The program uses play materials (doll houses, sand, human figures, etc.) and art supplies.

Districts may choose from any of six options or combinations of options for training and technical assistance: 1) PMHP workshop - $140.00 per person; 2) Program set-up and consultation - $2,000.00; 3) Program set-up, consultation and child-associate training - $5,000.00; 4) Program set-up, consultation and program evaluation -$5,000.00; 5) Program set-up, consultation, child-associate training and program evaluation - $8,000.00; 6) Cost for screening instruments ($.25 per child) and cost of program evaluation instruments ($1.00 per child).

Districts should budget for a) the salaries of at least two child-associates, who are each involved with the program for 15-20 hours per week for 32 weeks in the school year; b) the cost of play materials estimated at $200-300.00; and c) the provision of substitute teacher time so that classroom teachers can participate in three conferences- (to discuss the child's needs, behavior and progress) in which teachers, child-associates, professionals and consultants participate. These conferences are held at the beginning, middle and end of the school year.

Contact: William G. Haffey, Coordinator of Professional Services, Primary Mental Health Project, 575 Mt. Hope Avenue, Rochester, NY 14620 (716) 275-2547 or (716) 377-4660

Program Title: READING/COMMUNICATION ARTS PROGRAM (R/CAP)

Audience: Students in grades 2-6 who are PCEN and Chapter I eligible for remedial reading.

Program: R/CAP's goal is to improve students' reading frequency, ability and enjoyment! A certified Reading teacher and a paraprofessional provide instruction which addresses individual needs, as well as state and city curriculum, in order to improve the students' abilities in communication arts. The pupils receive instruction in groups of twelve for forty-five minutes from October through June. Each child is screened and diagnosed to determine areas of deficiency. An individualized program is developed which includes whole group, small group and individualized instruction as well as activities such as:

- Scheduled sustained silent reading
- Direct instruction in comprehension strategies for whole groups and small groups
- Silent reading practiced in whole passages and meaningful selections
- Individualized instruction based on diagnostic test results
- Materials will include:
  Library Centers: Fiction and non-fiction
  Decoding Vocabulary Center
  Comprehension Center: Insights, Reading/Thinking Kits
  Listening Center: Cassette Recorders
  Writing Center: Writing folder to include drafts, revisions edited writing

Parent involvement begins with the parent notification and permission letters. Workshops for parents are scheduled in each school to provide the parents with information about the program, individual pupil's progress and activities for parents to help in communication arts.

District wide workshops are being held to inform working parents about the program, "NYC Testing Program," and "How Parents Can Help Their Child in Communication Arts." Progress reports are sent home three times a year.

Evidence of Effectiveness: Pre- and post-testing in the New York City, and New York State standardized testing programs yields a statistically significant gain in reading scores at the .01 level. Grade 2: MAT 6; Grades 3-6: DRP.

Implementation Requirements: Two days of inservice work are needed to train a district administrator and two days for teachers and paraprofessionals. The district administrator will receive awareness materials to plan, organize and implement the program in one school or a whole district.

Teacher activities include demonstrations, slide presentation, sample lesson plans and learning center procedures. One day of technical assistance during the year is recommended.

Costs of program for adopter district includes salaries for administrators, teachers, paraprofessionals and essential material for each R/CAP room: library, listening center, writing center, comprehension and vocabulary development centers.

D/D's will conduct workshops and be available for follow-up consultations. Her time must be paid by adapter.

Contact: Gerry Granger, Director of R/CAP, District 29Q, 114-36 202 Street, St. Albans, NY 11412 (718) 776-0700

Program Title: READING IMPROVEMENT THROUGH ART (RITA)

Audience: A one-semester art experience for students in grades 9-12 reading two or more grades below level to teach reading comprehension through visual arts skills. Centers around collaboration of art teacher and reading teacher.

Program: Identify target population through reading scores and schedule one-semester art course adapt NYSED curriculum "Studio on Art" to problem-readers, for art diploma credit. Trainer approves five art activities suitable for RITA methodology; students complete five developmental art projects using Language Experience Approach; post-test is administered.

Evidence of Effectiveness: Students gained one month in reading and comprehension for every month of instruction, more than the normal expectation. Mean gain was 10 NCE points. CAT tests were used in the beginning and end of semester for evaluation of reading progress.

Implementation Requirements: Implementation requires two days of initial training and two additional days for follow-up. Technical assistance is provided as well. Teacher training, and honorarium ($150/day) and D/D travel expenses are incurred by the replicating district. Maximum number of trainees for effective program - 12 per instructor.

Other expenses include art supplies @ $10 per pupil, reading tests, books for RITA reading corner, teacher's journal and student log of activities. RITA requires an art room or studio with running water, work stations, basic art materials and tools storage, display space, adequate lighting and ventilation. Must purchase curriculum guide ($8.50) from D/D. Self-evaluation checklist furnished by D/D.

Contact: Mrs. Jenkins, John F. Kennedy High School, 99 Terrace View Avenue, Bronx, NY 10463, (212) 562-5500 or (212) 562-8623

Program Title: REGIONAL PROGRAM FOR PRESCHOOL HANDICAPPED CHILDREN

Audience: Validated by N.Y.S. and approved by JDRP for preschool handicapped children. Early intervention for handicapped children age 3 to 5.

Program: This is a comprehensive program of educational services intended to increase the verbal, perceptual, motor, and general cognitive skills of children with the following handicaps as defined by New York State: speech impaired, emotionally disturbed, physically handicapped, learning disabled, deaf or hard of hearing, visually impaired or blind, mentally retarded, and autistic.

Unique features of the program include: *The Interactive Teaching Process* in which special education teachers, teacher aides and clinical team members provide diagnostic/prescriptive teaching, language intervention and positive reinforcement on a continual basis in the classroom; *The Transdisciplinary Team Model* through which team members train each other and share roles in assessment, intervention and consultation; *Parent Involvement Model*, which includes the parent volunteer system, parent group meetings and an individualized approach to parent participation. *Replication Training* in each or all components is available to any preschool program. Over 400 classroom sites have replicated the Regional Program Model or component of the model. Manuals describing each component are available at cost.

Evidence of Effectiveness: Impact data collected on demonstration site and adoption site students show that students exposed to a full year of the program made statistically and educationally significant gains compared to national norms as measured by the *McCarthy Scales of Children's Abilities*. Regarding maintenance of effects, gains made by students during the first year of exposure were maintained after a second phase of instruction. Over 60% of Regional Program graduates since 1980 have been placed in regular school or transition programs when they reached school age. Parent participation and support for the Regional Program is exceptionally high. Parents demonstrate extensive knowledge of program components and report a high level of program satisfaction.

Implementation Requirements: Any preschool program serving children with special needs, including Headstart programs, may adopt the Regional Program. Special staffing for implementation should include a speech therapist to work with the teacher on a part-time basis and other professionals available as appropriate to the program. The training addresses the three components of the program, The Interactive Teaching Process, Transdisciplinary Team Model and Parent Involvement Model. One or two days of training are provided based on a needs assessment process with the training site. All preschool staff should be involved in the training including teachers, clinical team members and paraprofessionals. Follow-up visitation allows for consultation and training of an on-site program monitor. A staff training manual is available for each component of the program and range in price from $7.50 to $16.00.

Awareness materials are available at no cost. Visitors are welcome at project sites by appointment. Project staff are available to attend out of state awareness meetings and conferences. Training is conducted at project site or adopter site (travel, food and lodging must be paid by adopter or cost sharing may be negotiated with State Facilitators).

Contact: Carol S. Eagen, Supervisor, Preschool Program, Special Education Department, Putnam Northern Westchester, Board of Cooperative Educational Services, Yorktown Heights, NY 10598 (914) 962-2377 or (914) 245-2700, Ext. 230.

Program Title: SOUTH ORANGETOWN CAREER EDUCATION PROJECT

Audience: Elementary level economic education for grades 5 and 6, all students.

Program: This program introduces students to concepts in economics through a series of 15 videotaped television programs. Students are introduced to a decision-making model and to problem-solving activities. It is a component of a K-12 Comprehensive Career Education Project

The program is usually conducted in four weeks with one-to-two periods a week. The lesson is a full period and one day of follow-up is common. It is frequently infused in the social studies class and taught by the classroom teacher. Children are taught to think and make choices using criteria.

Evidence of Effectiveness: Using the *Basic Economics Test*, as a pre- post-test there was a significant increase in student knowledge of economics and an ability to apply some aspects to practical situations. Students demonstrated an increase in their ability to identify economic terms and make choices based on criteria.

Implementation Requirements: Only one day is required for initial training of staff at either D/D or replicator site with technical assistance available by telephone. The maximum number of trainees is 10 to 15. Implementation involves introducing the program, administering the pre-test, providing the full video-cassette series as designed, and administering the post-test.

D/D will provide teacher-developed introductory materials. The major costs are for the Trades-Offs video tape series, the Teacher's Guide accompanying the tapes; the *Basic Economics Tests*, Forms A and B; a video cassette recorder and a color monitor needed for the tapes; and an honorarium for trainers and the travel costs of the trainers. (An honorarium of $200 per day for the trainer plus substitute costs of $72 for the trainer.)

Contact: Esther Korin, Director of Administrative Services and Personnel, South Orangetown CSD, Blauvelt, NY 10913 (914) 359-2179

Program Title: TALENTS UNLIMITED

Audience: All students Kindergarten through 6. Validated by N.Y.S. and JDRP.

Program: Talents Unlimited is designed to help teachers recognize and nurture multiple talents in children of varying ability levels, including talents in the areas of productive thinking, communication, forecasting, decision making, and planning, as well as in the academic areas. The program is a structured attempt to implement and evaluate at the elementary classroom level the multiple-talent theory as defined by Dr. Calvin Taylor; it is based on sound educational and psychological research in learning. Replicable models for teacher training, student instruction, and evaluation have been developed. The program can operate within any organizational pattern.

The program uses existing staff and is an infusion process, using the teaching strategies of the program within the regular program. The teaching strategies are designed to develop the students' fluency, flexibility, originality and elaboration in all curricular areas of school and life related skills. The program teaches students how to apply what they know, to think creatively and critically and develop the youngsters' self esteem. It reinforces to teachers that all children are talented.

Evidence of Effectiveness: Experimental groups outperformed control groups at the .001 level of significance on the *Talents Unlimited Criterion Reference Test of Creative Thinking*.

Teachers note the growth of academic skills and self esteem in their students. Pre-post-criterion referenced testing show increases in productive thinking.

Implementation Requirements: Four days of training are required for classroom implementation. Training can be done at the D/D site or replicator site and can accommodate up to 25 to 30 people. Adopting schools are given permission to replicate the three program models: teacher training, student instruction, and evaluation. Costs include travel, lodging and food for the consultant. A per diem honorarium is negotiable with the D/D. Materials are $100 for a basic set; $50 optional for additional teaching materials. Awareness materials are available at no cost. Technical assistance is provided by the D/D who will go to a replicating site and demonstrate in their classroom. This can be done as an awareness activity or follow-up activity to replication.

Contact: Robert Molinaro, Director, Molly O'Neill Angelina - Demonstrator/Trainer or Sandra Nesbitt - Teacher Assistant at the Talents Unlimited Training Center, Cayuga-Onondaga Teacher Center, Genesee Mall, Auburn, NY 13021 (315) 253-2628

Program Title: TEAM APPROACH TO REMEDIAL READING

Audience: Remedial reading students in grades 6, 7 and 8, approximate ages 10-14. The population includes handicapped youngsters with Individual Education Plans (IEP's) which prescribe remedial reading.

Program: The goal of the program is to bring the student up to the highest potential and to eliminate the need for the services. Each grade level operates in teams. A team is a group of students with the same four teachers for English, math, social studies and science which is supplemented with a guidance counselor and the grade level administrator. The remedial reading classes are also scheduled by team. The English and/or social studies teachers have been assigned to teach a class of their team's remedial reading students in addition to the four classes taught as part of their regular teaching assignment with the assistance of a reading specialist. Each team has approximately 12 remedial readers including mainstreamed special education students to remediate. To achieve congruency between the remedial program activities and the regular are directly involved in the remedial activities. By assigning the team subject teacher the responsibility for teaching remedial reading and writing and using the reading specialist to assist in the development of techniques for the subject teacher to use, the students benefit from a greater interrelationship among the activities within their classes. The reading program is comprised of 10 subject area teachers, two remedial reading specialists and two teaching assistants. Students meet each day for a 40 minute remedial period. Writing instruction occurs concurrently with reading development. The subject area teachers provide the opportunity for students to convert their thoughts into meaningful written documents by using the computer as a tool.

The students begin this program on the first day of school. Using the same type of diagnostic program for students on all three grade levels, a remedial reading specialist organizes a schedule for all teachers to do the testing, evaluates student needs, and develops individual contracts. Each student receives a prescriptive program individualized to his/her needs for every six week marking period. Team projects and congruent team assignments are incorporated into the contract as support for the grade level team. A daily evaluation is made for each student to track of success and problem areas as they occur.

Evidence of Effectiveness: For the past three years, students in the program have had a 97% or higher passing rate on both the *Reading and Writing PCT Test*; increasing numbers of students have improved their skills and tested out of the program and there are half as many new remedial students entering the program as there had been in the past.

Implementation Requirements: A reading specialist to provide in-service training, coordinate activities/materials and facilitate communication. A team subject (Eng/SS) teacher to teach a remedial class for up to 16 students and assistant teachers to work under direction of the remedial teachers. A computer equipped room large enough for small group instruction; multi-graded materials and teacher made tests for individualized instruction; word processing and computer reading programs; at least one printer for every 4 to 6 computers; file cabinet for student reading files.

(Continued)

Program Title: TEAM APPROACH TO REMEDIAL READING (Cont'd)

Implementation Requirements:

It is estimated that the teacher training would require five days. Three of the teacher training days should take place during the summer prior to program implementation or at the beginning of the school year. Each of the other two days should be spaced throughout the first year of implementation (i.e., one day in November and the other in February). In addition, it is advisable for the teachers and administrator to observe the program in the Arlington Middle School. Specific competencies that would be required of the staff are as follows: 1) Ability to use the word processing and other computer programs used by the students; 2) Familiarization of subject area teachers with the reading materials available and the techniques for their use; 3) Preparation of individual study plans for each remedial student; 4) Adapting the regular subject materials for application within the remedial program.

Contacts: Dr. Edwin C. Fox or Mrs. Elaine Calhoun, Arlington Middle School, 5 Dutchess Turnpike, Poughkeepsie, NY 12603 (914) 471-0090

Program Title: TEAM MANAGEMENT SYSTEM: A Shared Decision-Making Process

Audience: Middle schools, grades 5 through 8.

Program: The Team Management System is a shared decision making process also referred to as "empowerment." Its success rests with the fact that people who share in the process will do a better job of implementing the decision. It provides for a broad range of involvement by the school community with a high degree of ownership for the decisions. This involvement implies a commitment to accountability and responsibility. Shared decision making cannot be legislated or negotiated, but must start with an individual's willingness to participate in the process.

Children in middle level education are undergoing both physiological and sociological changes at a rapid rate. These changes require a program of flexibility and understanding, as well as teachers who are not only knowledgeable about these changes but patient enough to allow them to take place naturally. The Team Management System provides teachers with opportunities for the time and communication needed to plan each student's program.

The Team Management System is a coordination of teacher involvement and empowerment concepts with the restructuring of traditional management tasks formed by the school administration. It is important to understand that shared decision making is not the displacement of administrative duties, functions or decision making. It does suggest that teachers have input into areas of decision making and develop an ownership in the system. Team Management allows the principal to spend more time dealing with the functions that are relevant to building administrators. It allows for issues and decisions to come from the bottom up, as opposed to coming from the top down. An issue can be raised by any teacher at the team level and resolution is reached at either the team level, the faculty level or the administrative level.

The process includes the identification of teachers to serve as team leaders for teachers at each grade level, for special subject area teachers and for special services personnel. It also includes the allocation of daily scheduled time periods for team meetings and team leader office hours.

Team Leaders are teachers and not administrators. They are the organizers, liaisons and facilitators for their teams and assume the following functions: a) Team leaders serve as budget facilitators for their teams; b) Team leaders serve as chief disciplinarians for their teams; c) Team leaders serve as organizers for their teams setting team agendas, conferences, meetings, etc. d) Team leaders serve as liaisons from their teams to the administration, parents and community.

Evidence of Effectiveness: In 1988, the Team Management System at Brittonkill Central Schools received validation from The New York State Education Department. When viewed as a percent of the Brittonkill district-wide faculty, the middle school faculty represents 22.8% but uses only 14.1% of district sick days. The Middle School has seen a 59.3% decrease in the use of sick days and a 34% decrease in the use of personal days over a three year period. Student attendance has improved from 93% to 96%.

Implementation Requirements: Team leaders need to be selected and trained. Time for team meetings on a daily basis and team leader office hours need to be built into the schedule. Five days following the end of school in June and five days preceding the opening of school in September need to be budgeted for team leaders to work with the administration. The Brittonkill Central School will assist other districts in the replication process for up to ten days during the school year. A maximum of two replications per year will be accepted.

(Continued)

Program Title: TEAM MANAGEMENT SYSTEM: A Shared Decision-Making Process (Cont'd)

On site visitations by a team from Brittonkill assist teachers, administrators and Board of Education members in understanding the Team Leader concept and in developing the internal structure and policies necessary for its implementation.

The Brittonkill team will meet with the replicating team throughout the school year to assist them in the development of their policies, procedures, schedules, budget, and information dissemination to their district and their community. The replicating team should plan to visit Brittonkill at least once and sit in on each Team Meeting as well as the Team Leader Meeting, both to observe the process in action as well as to ask questions of the individual Brittonkill team members.

Throughout the process, Brittonkill will make available to the replicating district copies of any documents, (e.g., team meeting minutes, budget, discipline code, handbooks, etc.) which may be relevant, and will also provide telephone consultation.

Financial considerations are as follows:

1) Stipends for Brittonkill personnel	
2 Teachers $150/day x 10 days	= $ 3,000
1 Guidance Counselor x $150/day x 10 days	= 1,500
1 Assistant Principal x $150/day x 10 days	= 1,500
1 Superintendent x $300/day x 10 days	= 3,500
Subtotal: Stipends	$ 9,000
2) Substitute Teacher Costs	
2 Brittonkill teachers x $50/day x 10 days	= $ 1,000
Subtotal: Stipends	$ 1,000
3) Meals and Lodging	
5 Brittonkill Team Members x $25/day x 10 days	= $ 1,250
5 Brittonkill Team Members x $50/night x 10 night	= 2,500
Subtotal: Stipends	$ 3,750
4) Mileage	
Number of miles (round trip) x $.21/mile	
x number of vehicles used x 9 days	= ---
Subtotal: Stipends	$ 9,000
Subtotal: Substitute Costs	1,000
Subtotal: Meals/Lodging	3,750
Subtotal: Mileage	---
	$13,750

The above budget is presented as a guideline and will vary according to the number of on-site visitations actually required, whether or not overnight lodging is required and total mileage costs. Replicating districts must also budget for their own substitute teacher costs, meals, lodging and mileage, as well as the time commitment for teachers, administrators and board members.

Contacts: Susan Bennett, or Alexis Murphy, Brittonkill Central Schools, RD#3, Box 200-A, Troy, NY 12180 (518) 279-4636

Program Title: PROJECT TRANSITION

Audience: Grades 10-12. (The program has also been used with out-of-school youth 16 and older, college students and adults).

Program: Project Transition enhances the teaching and learning of English Language Arts skills (Listening & Speaking, Composition, Reading and Literature) by focusing in on the application of these skills to the processes of seeking employment and/or further education. Both processes are life-long survival skills.

The program consists of: 1) *The Job Seeking Skills Survey* (JSSS), which in 1987 received a highly favorable review from the Association for Measurement and Evaluation in Guidance, and 2) *The Job Seeking and Communications Skills Instructional Resource Guide*.

The JSSS measures knowledge of the basics of the job seeking process. A preferred answer key, based on the responses of 200 employers in two states, is used to score the survey.

The *Instructional Resource Guide*, uses information from the JSSS, and other sources and consists of six modules (37 lesson plans) which are supported by activity sheets/handouts. The guide, in many lessons, illustrates the great similarities between the job seeking process and further education application process and concentrates on the application of English Language Arts Skills.

In terms of instructional time, two timelines are possible. The first timeline is ten weeks. In this timeline, the instructional resource guide would be used on a more or less daily basis. The second timeline is 20 weeks or a semester. In this approach, lessons in the instructional resource guide would be interspersed with other lessons over the 20 week period or even throughout the school year.

In order to determine the effectiveness of the instructional program to motivate students to study the required subject of English, the following question was posed on a follow-up study. "Do you feel that as a result of studying job-seeking skills in English: a) it caused you to devote more time to studying English? (27% yes); b) it helped you understand why English is a required subject? (64% yes)."

Evidence of Effectiveness: The majority of the differences from pre-test to post-test were statistically significant ($p<.05$) as analyzed by a "t" test. The Joint Dissemination Panel of the National Diffusion Network recommends an effect size of one-third of a standard deviation as a minimal indication of significant educational change for adoption. In Project Transition, the observed effect size for the data was three times that amount.

Implementation Requirements: Teacher training consists of a three day (18 hour) workshop. It is desirable to have an additional day as follow-up. Staff that can be included in training are: English, Guidance, Career-Ed, Work-Study, Alternative School personnel etc. The maximum number of participants per workshop is 30. Workshops are conducted at the adopter's site. Costs include training consultant (stipend-$150 per day, plus travel, meals and lodging); also instructional materials JSSS and Instructional Resource Guide and related materials - $80.00 participant.

Contact: Donald S. Tackley, Project Director, P.O. Box 134, Endicott, NY 13760
(607) 748-1253

Program Title: TTTA (THINKING THROUGH THE ARTS)

Audience: Validated by N.Y.S. for elementary students, K-6 to improve thinking skills.

Program: Purpose of the program is to enable students to elevate their thinking skills through regular encounters with the visual, performing, and literary arts. In addition, it encourages creative problem solving through arts-making activities under the direction of arts teachers and visiting artists.

The training program lasts between five and eight sessions, depending upon the capacity of the district to release teachers either during the school day or after school.

The program is primarily a teacher-training/curriculum development process that allows teachers the opportunity to explore ways that the arts enhance learning in subject areas as well as in generic areas such as critical thinking, creative problem solving, and aesthetic inquiry. Training is provided by the D/D and selected artists to both elementary "generalists" as well as arts "specialists". Students from one or more schools in a district may be involved, depending upon teacher availability and enthusiasm. A special parent workshop can be arranged at the pleasure of the district.

Evidence of Effectiveness: D/D used three standardized tests: *Ross Test of Higher Cognition, Torrance Test of Creative Thinking*, and the *Art Vocabulary Test*. Students showed statistically significant gains in higher level thinking, creative problem solving, and knowledge of art styles, tools, and techniques.

Implementation Requirements: The D/D will provide the following services: 1) assistance in developing proposal; 2) orientation meetings with key district and school personnel; 3) teacher training sessions emphasizing the power of the arts in enhancing learning, using TTTA to teach aesthetic inquiry, using aesthetic inquiry to teach expository writing, and developing the appropriate educational context for visiting artists.

In return, the district/school is expected to provide the following:

a) A cadre of teachers who will be available for staff development sessions either during the school day or after school for five to eight sessions. b) A willingness to include artists as learning resources in the classroom with at least a modest budget that includes money for artists in schools programs. c) Recognition of the program as a vital part of the school's instructional agenda.

Cost related to replicating the program include: consultant fees for D/D and selected artists/trainers; arts making materials; tests for evaluation purposes.

Contacts: Carol Fineberg D/D, C.F. Associates, 595 West End Avenue, New York City, NY 10024, (212) 724-3079 or; Dr. John V. Pozzi, City School District of New Rochelle, 515 North Avenue, New Rochelle, NY 10801 (914) 632-9000 Ext. 223

Program Title: TV READING AND COMMUNICATION PROGRAM OF MOUNT VERNON

Audience: Validated by N.Y.S. for Title IVC for grades 8 and 9, and approved by JDRP for grades 4 through 8. The program has met the needs of heterogeneous and remedial groups in grades 4 through 6 and remedial groups in grades 7 through 9. A program to improve student reading skills.

Program: Capitalizing on student interest in popular commercial TV, teachers use carefully designed lesson plans prepared for the actual scripts used by TV producers to focus on academic skills and underlying psycholinguistic abilities. The lesson plans include skills related to social studies, English, oral language, reading, writing, documentary production, and skills that affect learning rate (memory, attention, grammar, integration of expressive activities at both the habit and cognitive levels of comprehension. Classroom and subject area teachers are taught by TV reading specialists how to utilize the instantaneous feedback mechanism associated with direct instructional methods. Thus, teachers learn techniques which enable them to assess lesson mastery, continuously; to correct responses; to increase the number of learning trials; to monitor student ability to transfer skills taught in the auditory-vocal (listening-speaking) channel to the visual-motor (reading-writing) channel. Teacher and student participants will learn to operate the specialized equipment--TV camera, video tape recorder and TV monitor--and use the equipment in learning, processing, and expressive activities. A communication studio can be set up in a corner of a classroom or in a separate room into which classes are scheduled. Students can be taught in heterogenous or remedial groups of 8 to 30 pupils at least three times per week for a minimum of 120 minutes. In a typical TV Reading period, students view a segment of a popular network videotape to aid in understanding the sophisticated vocabulary in the script (e.g., "meticulously, exasperated, pauper"). In highly focused tasks that build understanding of word meaning and recognition, students master vocabulary in the script including camera, stage and actors' directions. Students become camera persons, directors, technicians, and actors as they confirm their ability to read at the end of each session by videotaping and playing back their dramatization.

Comprehension skills are taught using segments of videotape as a text, using the script, and transferring the learned strategies to other reading materials. Comprehension skills are further practiced and tested using individualized commercially produced and teacher-made follow-up.

Evidence of Effectiveness: The program has been adopted in large rural districts, in small city districts, and in urban districts of mixed ethnic/socio-economic bases. The evidence presents a consistent pattern of significant improvement in reading scores across grade levels 3 to 9. Significant gains were achieved by groups of students with average as well as below average initial reading levels. Improvements were statistically significant at the .05 level in standard scores, larger than a third of a standard deviation.

Implementation Requirements: Three days of workshop training with two days of follow-up workshop after implementation are supported by three monitoring visits. The program requires one teacher and space to house a Communication Center with studio and portable TV cameras, video-tape recorders, TV monitor, microphone on boom, desks, chalkboards, supportive materials. Costs involve a workshop ($200 per day), monitoring services, and copies of material. Travel, food, and lodging costs are assumed by adopter.

(Continued)

Program Title: TV READING AND COMMUNICATION PROGRAM OF MOUNT VERNON

Implementation Requirements:

Awareness materials are available at no charge. Staff can attend awareness conferences. Visitors are welcome by appointment. Training at replication sites is available under certain conditions. Three visitations by the demonstrator will be arranged the first year and at least one visit the second year when the replicator begins its own teacher-training program. Scripts, videotapes of network shows, and lesson plans are tied to fulfilling training and implementation requirements.

Contact: Mrs. Jacqueline Van Cott, Project Director, TV Reading and Communication Project of Mount Vernon , Pennington Grimes Center, 20 Fairway, Mount Vernon, NY 10552 (914) 665-5218

Program Title: USE (UNIFIED SCIENCE EDUCATION)

Audience: Students in grades 9 - 12 who wish to take a non-Regents level science course.

Program: USE is a highly motivating alternative non-Regents level science program approved for local high school diploma credit by N.Y.S. Students may fulfill all, or part, of their two year science requirement with one or more years of USE. There are three levels available for grades 9 through 12. The USE program seeks to increase scientific literacy by focusing on four unifying themes: scientific concepts, scientific processes, natural phenomena, and problems of human society involving science. A unified science perspective to teaching science integrates psychology, sociology and human behavior with the content areas in science. Specific strategies are used to present this hands-on activity oriented course. Instead of a text book, teachers use a series of units with individual modules of printed materials and activities. This skeleton course is the springboard for the teacher to incorporate his/her own strengths and interests in developing the module to include field trips, class discussions, newspaper articles, etc. The modules are designed to let students see how science operates in daily life.

Evidence of Effectiveness: Pre- and post-testing using locally developed tests, and recorded achievement performance ($p.\leq.05$) on all three levels. Significant positive affective changes were recorded for levels 1 and 3.

Implementation Requirements: The D/D site is open to visitors on an appointment basis. Three days of training at the replicator site is required. However, depending on need, this time may be negotiated. Training will cost approximately $1,000 depending on need and the time involved. Materials will be provided by the presenter (manuals, sample kits etc.). It is suggested that training take place late fall/early winter, planning in the spring, curriculum writing in the summer and implementation following in September.

The steps involved in the development of a Unified Science Program include: 1) commitment from district and staff to adopt Unified Science methods 2) researching and writing units on concepts emphasizing local resources 3) production and printing of correlated kits and modules 4) inservice training of staff on Unified Science methodology.

Major costs for the implementation of this program are for the salaries of the program coordinator and teachers involved in writing individual units. Additional funds are needed for printing material and kit development. A kit of equipment and supplies is correlated with activities.

Contact: Donald Stevenson, East High School, 180 East Main Street, Rochester, NY 14609 (716) 288-3130 Extension 131

Program Title: VALUES EDUCATION THROUGH THE ARTS AND HUMANITIES

Audience: This project is designed for elementary students, grades K-6. For replication, some preference is given to grades 4-6, and grades K-3 receive equal benefits. Validation was based upon project intervention with grades K-6.

Program: Classroom teachers work with their own students in a program devoted to the process of Values Education Through the Arts and Humanities. Students will increase their skill in valuing by justifying choices of actions or opinions during valuing discussions by appealing over a period of time to successively higher stages of moral development. Students will increase their knowledge of the arts and humanities through specific lessons in arts elements, singly and in combination, when one work, selection, or presentation is provided; and by comparing the effect of different works in the same arts area.

The project is most effective when 1½ hours, or three 30 minutes periods per week, are allocated to integrate program content into the regular classroom curriculum. All students are involved; this is not a "pull-out" program.

Key program elements are accomplished through conventional classroom techniques, including group discussions, verbal responses, and creative activities. Emphasis is upon student knowledge of the elements of the arts and a process of valuing. Specific lessons in elements of the arts (art, music, drama, and dance) are taught to increase student knowledge of the arts and humanities. The process of valuing includes awareness of alternatives, choosing among alternatives, and justifying preferences in valuing situations and in the arts and humanities -- both closely related and presented simultaneously. Valuing discussions, situations, dilemmas, and open-ended questions are a base of instruction to increase student valuing skills.

Administrative, teachers, and community involvement is strongly encouraged to assure maximum program effectiveness.

Evidence of Effectiveness: Major project objectives are constant points of reference for lesson planning, amount of time and emphasis upon arts and valuing process lessons and for a guide to student progress. Tests in the arts, a student activity questionnaire, a journal, and selected valuing situations -- all are designed to provide a diagnosis of student needs, a measurement of performance objectives, and a means of assisting the teacher in assessing student progress. Student progress is assessed by E.T.S. developed tests, by teacher determination of increased knowledge of the arts and humanities, and by evidence of positive student performance and behavioral changes resulting from knowledge and application of the valuing process.

Implementation Requirements: A minimum of four days inservice training is required for effective implementation, and this training consists of orientation to the project, activities involving the valuing process, and intensive instruction by consultants in art, music, drama, and dance. Costs for consultants are a minimum of $100 per day, plus travel from the demonstrator district to the developer. Developer district offers this training on a voluntary basis, and substitutes are paid by the developer district for costs involving substitutes for staff involved in inservice training. No more than 20-25 teachers should be involved in training for the project at its outset with the developer district. Provisions for follow-up should be made,

(Continued)

Program Title: VALUES EDUCATION THROUGH THE ARTS AND HUMANITIES (Cont'd)

Implementation Requirements:
and follow-up consultant work is at the expense of the developer at the rate for service and travel noted above. Teacher/student ratio reflects developer enrollment, but one (1) teacher to twenty-five (25) students is preferred. Substitute costs are locally given figures and are inherent in full-day inservice training. Provisions should be made for supplies, materials, and equipment required for implementation in the replicating district. The demonstrator provides a full curriculum for training at the cost of $8.00 per copy, work may be assumed at the cost of the developer district.

Contact: Harold E. Carter, Project Director, Northport-East Northport Union Free School District, P.O. Box 210, 110 Elwood Road, Northport, NY 11768 (516) 261-9000, Extension 251

Program Title: VALUES EDUCATION THROUGH THE ARTS FOR YOUNG ADULTS

Audience: This project was validated at the high school level for juniors and seniors and is incorporated into the existing humanities elective course. The project is designed for all students enrolled in the humanities elective.

Program: There are three major project goals. First, improvement in knowledge of the arts; second, to use the valuing process of recognizing alternatives, choosing from among them, and justifying the choice; third, for students to react favorably to the project's curriculum, become aware of the valuing process, and demonstrate knowledge gained from the course. The project covers two semesters of the school year and meets five times per week for 42-minutes per day. An integrated approach to the arts and humanities with emphasis upon student knowledge of the process of valuing are foremost considerations of the project. Students concentrate on historical eras from the early beginnings of Western civilization through the modern era. Emphasis is placed upon how and why values are reflected through the visual arts, music, drama, dance, and literature of successive periods of history. Through a specially designed curriculum, students are encouraged to understand how one era is related to another and how values are reflected. The curriculum integrates the arts into historical eras in order to demonstrate the valuing process used by artists, in their respective fields, as an essential element of culture of people at a particular time in history, how present values systems have developed, and how present values systems are related to those of the past.

Parental and community involvement are achieved through district publications, frequent information sent to the board of education, participation of local artists in the project, and meetings with parents.

Evidence of Effectiveness: Two major measures of program effectiveness were developed locally. The pre-post arts test contains 5 major strands and a valuing instrument, also locally developed, consisting of valuing situations and reactions by students. On the arts test the project group students significantly increased their knowledge of the arts from September to May of the school year in which the test was administered. For the valuing instrument, a summary of results indicated that 85.71% of all project students mastered at least 3 of the 4 items considered. Finally, at the end of the project year, each student completes a reaction form. Results indicated positive student reactions to the project and course content and proved to be highly useful to the ongoing processes of curriculum development and revision.

Implementation Requirements: The training process requires a minimum of 4 days of training conducted by the project director and humanities teacher from the demonstrator project. Project orientation, activities involving the valuing process and history and the arts, evaluation, and cost effective administration comprise basic training. The demonstrator recommends highly intensive training of replication staff by project consultants in art, music, drama, and dance. Costs for all staff listed above do not exceed $150 per day. Travel, food, and lodging, according to location and if required, must be calculated. Follow-up sessions with the project director and humanities teacher are highly recommended, and equally recommended is the assistance of demonstrator arts consultants with teachers and students, especially during the initial year of implementation. A minimum of one humanities teacher in the district replicating the project is required (from English, social studies, or related areas), and classes of 20 - 25 students, not to exceed 30, are preferable. Costs for staff of the developer depend upon current salaries established.

(Continued)

Program Title: VALUES EDUCATION THROUGH THE ARTS FOR YOUNG ADULTS (Cont'd)

Costs for substitutes to release staff to be trained are the responsibility of the developer and should be considered as inherent for full-day inservice training. The demonstrator provides a full curriculum for training at the cost of $8.00 per copy, with other duplication to be assumed at the cost of the developer district. Follow-up work by arts consultants is at the rate for services and expenses noted above. A specific list of supplies, materials, and equipment for effective implementation is furnished by the demonstrator during training sessions.

Contact: Harold E. Carter, Project Director, East Northport Union Free School District, P.O. Box 210, 110 Elwood Road, Northport, NY 11768 (516) 261-9000, Extension 251

Program Title: WALKABOUT PROGRAM

Audience: Underachieving students in grades 11-12 of average to gifted intelligence who can benefit from a program designed to improve motivation, self-concept, responsibility and commitment.

Program: The program is predominantly for 12th graders who wish to complete the academic requirements for their local or Regents' diploma in an alternative setting (some juniors are accepted). It is a full year integration of academic, wilderness, community service and career awareness experiences for average to gifted ability. Its purpose is to serve as a transitional experience between high school and the post high school environment (usually college). This program appeals to students who are bright/underachievers, but who are willing to grow and change, as well as students who are bright/achievers but need confidence, direction and life skills. It is equally appealing to female and male students.

The focus areas for the program include building self-confidence, direction for the future, academic skills for college and life skills. This is accomplished through academics, the wilderness experience, the career internship, and the community service project. The program is challenge oriented. Students are always invited to go beyond their perceived talents in all the components as a central part of the self confidence building program.

Evidence of Effectiveness: Pre- and post-test comparison with control groups indicated significant improvement in self-image, better attitude and a stronger commitment toward school and teachers. Students maintained acceptable levels of academic achievement. Tests used included the *Tennessee Self-Concept Scale* and the *Outward Bound Effects* (self-esteem). Tests were given in September and June. 85% to 95% of the students are college bound by the end of the program.

Implementation Requirements: The program site is available for visitors by making an appointment with the D/D. The D/D site is an alternative setting serving 15 school districts. The adopting site, however, could consider replicating all or some of the WALKABOUT components as a "school within a school". Staff need to be trained in the WALKABOUT concept and procedures, identify students who might profit from the program, design curriculum, identify community resources available for career internship and community service projects, and locate a suitable wilderness site for the outdoor experience.

Initial training of staff takes 3 to 5 days with one or two days of follow-up training and technical assistance. The maximum number of trainees is 12. Major expenses for this program are for staff and for travel and arrangements for the wilderness experience. Community service projects, career internships and academics may take place within the regular school program. An honorarium is negotiated with the D/D for training time.

Contact: Mr. Eugene Lebwohl, Director WALKABOUT, Putnam/Northern Westchester BOCES, Yorktown Heights, NY 10598. (914) 245-2700

Program Title: WIZE, (Wildlife Inquiry Through Zoo Education), Module I: Diversity of Lifestyles, and Module II: Survival Strategies

Audience: Approved by N.Y.S. for grades 4-6 and PEP grades 6-9 for all students. A life sciences program which improves understanding of concepts related to population ecology, wildlife conservation and species survival for students. WIZE Module I, Diversity of Lifestyles is intended for grades 6 through 8 with students reading at least on a grade 6 level. WIZE Module II Survival Strategies is for grades 7 through 9 with students at a reading level of grade 7 or above. Both Modules are written for students of average and above average abilities although experience has shown that teachers can and do adapt materials for students of lower ability.

Program: WIZE is the first nationally available program for middle grades which closely links school classrooms with the scientific resources found in zoos. Each of the WIZE Modules gives teachers and students an exciting opportunity to utilize community resources such as zoos, nature centers, aquariums, or wildlife sanctuaries as resources for science instruction. Three lessons in each Module involve the teacher conducting field study exercises at one of the above science institutions. The motivational value derived from the field trips is enormous and its positive effects permeate the entire program.

Using a non-traditional, multi-disciplinary approach, the program improves understanding of concepts related to population, ecology, wildlife conservation, and species survival. WIZE Module I, Diversity of Lifestyles, explores the habitats and survival techniques of individual animals. The Diversity of Lifestyles kit consists of 26 lesson plan units ranging in length from 1-3 classroom periods each. WIZE Module II, Survival Strategies, addresses the survival of wildlife communities, including reproductive biology, competition, predator-prey relations and life cycles. The impact human activity has on wildlife and the role zoos' play in species survival are also studied. Survival Strategies consists of 23 lesson units ranging in length from 1-3 classroom periods each. In small study groups, and in highly motivating hands-on activities that encourage decision-making, Survival Strategies develops an understanding that animals are members of populations that interact with one another and that ecological processes affecting animals also affect humans.

Along with Module I of WIZE (Diversity of Lifestyles, which explores habitats and survival techniques), Survival Strategies educates young people to approach difficult problems analytically and make decisions based on informed perspective rooted in a firm understanding of complex scientific concepts. The two modules form a continuum in the study of wildlife ecology; however, each can serve on its own merits as an independent curriculum or as a supplement to an existing life sciences program.

Evidence of Effectiveness: Student gains following participation in Diversity of Lifestyles were measured in terms of students' composite scores based on three unit quizzes (Land, Air, and Water). The quiz means increased by one standard deviation which is highly significant for large sample sizes and demonstrates a strong contribution by the program to student content acquisition. After participating in Survival Strategies students significantly ($p<0.001$) improved their understanding of life science concepts as measured by the WIZE Module II test based on the three units (Life Cycles, Competition and Predation, and Wildlife and People).

(Continued)

Program Title: WIZE, (Wildlife Inquiry Through Zoo Education), Module I: Diversity of Lifestyles, and Module II: Survival Strategies (Cont'd)

Implementation Requirements: The presentations offered by project staff include both awareness and training sessions. Awareness sessions introduce participants to the goals, methods, and content of both Modules. Project staff will be available to answer any questions participants may have concerning Project WIZE.

The adoption of either Module, Diversity of Lifestyles (grades 6-8) or Survival Strategies (grades 7-9) requires a minimum of one day teacher training. Two and three day training options are also available. A one-day training option includes a review of classroom lessons from each of the three module units. A two-day training adds an in depth look at the Posterity game or the zoo visit lessons. A three-day training covers all of the above components as well as additional background information, classroom techniques, and adaptations for special student populations.

Training fees range from $555-$1,095 plus all travel expenses. These fees include all training materials, including a training kit. This fee depends on the number of days and number of participants. For example, one trainer will be required for 15 participants or less, two trainers will be required for 16-30 participants.

Contact: Annette Berkovits, Project WIZE Director, Bronx Zoo, New York Zoological Society, 185th Street and Southern Boulevard, Bronx, NY 10460 (212) 220-5135 or (212) 220-6855

Program Title: YOUTH OPPORTUNITY PROGRAM

Audience: Economically disadvantaged youth/high risk drop-out candidates between the ages of 16 and 21 years.

Program: The Youth Opportunity Program (YOP) is a drop-out prevention and part-time work program providing career-oriented training to high school youngsters. The program serves low-income students residing in urban, suburban and rural low income areas. Its primary purpose is to prevent school drop-out while also providing training, counseling, referrals and experience in the world of work. Student trainees work up to 20 hours weekly during the school year and 30 hours weekly during vacation periods, for which they are paid minimum wage. Cooperating schools at six sites grant academic credit for the work-study experience.

The YOP was developed by the New York State Office of Mental Retardation and Developmental Disabilities (OMRDD) with the goal of exposing students to direct care career opportunities serving the developmentally disabled. Current programs are staffed at the OMRDD facilities throughout the state and at the agency's Central Office. Each site has a Program Manager and a Program Supervisor. The program has received specific legislative funding. However, for replication purposes, school districts need not have access to an OMRDD center. The program may be organized within a school district contingent upon the development of community resources providing student training.

The program goals are 1) serve economically disadvantaged youth at high risk of school drop-out; 2) encourage high school completion; 3) encourage post high school education; 4) initiate interest in serving the mentally retarded and developmentally disabled; 5) assist in the transition to regular full-time employment; and 6) promote personal growth. The planned program covering the areas of career exploration, employability skills, basic life skills and self-esteem building is coordinated by the Program Supervisor and delivered at weekly or bi-weekly, Student Association Meetings. Activities include video presentations, small group discussion, field visits and presentations by the YOP Supervisor, and guest speakers from the community who serve as a resource network for the students.

Evidence of Effectiveness: A follow-up study of program participants over a five year period revealed an 83% retention rate. Additionally, 64% of the respondents indicated that the program was very or moderately important in their decisions to stay in school.

Implementation Requirements: A contractual salary must be budgeted for the staff member designated as the Program Supervisor a part-time position for a caseload of up to 20 students. Students must receive minimum wages ($3.35 hr.) therefore, funds for 20 students working 20 hrs/wk. for 40 weeks and 30 hrs/wk for 12 weeks (school vacations) must be budgeted. Districts may want to consider a combination of funds or funding sources. Districts may also wish to join with another district to establish a YOP program.

Materials include a one-time purchase of the Adkins Life Skill Package (approx. $8,000) and $2,000 per year for consumable supplies.

YOP staff will conduct a two day training session for the Program Supervisor and will provide one day of technical assistance six months after training.

Contact: Norma Talavera, Coordinator, New York State Special Employment Programs, 855 Central Avenue, LL-110, Albany, New York 12206. (518) 457-6938

NEW YORK STATE PROGRAMS ALSO VALIDATED BY THE NATIONAL DIFFUSION NETWORK

These programs are recognized by the New York State Education Department and the National Diffusion Network as administered by the U.S. Department of Education's Office of Educational Research and Improvement. You may see the letters (JDRP) or (PEP) in their profiles. These letters stand for Joint Dissemination Review Panel, or the newer Program Effectiveness Panel, indicating NDN validation.

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VALIDATED PROGRAMS NO LONGER ACTIVELY DISSEMINATING INFORMATION

The programs on the following pages have been validated by the New York State Education Department and are currently in operation in the developer district. They have performed exemplary work in improving education, but their availability is restricted, or services are no longer available. Should you wish to replicate these programs, please contact the Project to verify availability for training and follow-up technical assistance.

Program Title: Assisting the Gifted Underachiever Master Basic Skills in Language Arts
Contact: Starr Canestraro, Woodland Elementary School, Fremont Road, East Syracuse, NY 13057 (313) 656-7236

Program Title: BASIC - Bilingual Approach to Structural Instruction for Children
Contact: Ilse M. Pitts, P.O. Box 250, New Paltz, NY 12561 (914) 257-2185

Program Title: Career Education Project
Contacts: Peter Donnelly/Anne White, Queensbury U.F.S.D., 83 Aviation Road, Glens Falls, NY 12801 (518) 793-8811

Program Title: Creative Thinking Skills: A Program in Mathematics for the Gifted
Contact: Mary L. Hilgonberg, Heman Street Elementary School, East Syracuse, NY 13057 (315)437-3741

Program Title: Ethical Issues in Decision Making
Contact: Anthony Avenella, Project Director, Ethical Issues in Decision Making, Scarsdale Union Free School District, Scarsdale, NY (914) 723-550

Program Title: G.E.M. (Goal Setting, Experimental, Motivational)
Contact: Guy Haskins, Buffalo CSD, School 75, 99 Monroe Street, Buffalo, NY 14206 (716) 842-6246

Program Title: GERIS (Graphics Expression Reading)
Contact: Dr. Joseph Prenoveau, Project Director, South Colonie CSD, 102 Loralee Drive, Albany NY 12205 (518) 869-3576

Program Title: High and Wide
Contact: Ronnie Ginott, Yonkers School District, 145 Palmer Road, Yonkers NY 10701 (914) 963-4567

Program Title: Individualized Instruction at the Secondary Level
Contact: Joseph Maurer, 300 Charles Street, Lindenhurst, NY 11757 (516) 226-6467

Program Title: Project Mathematics
Contact: Dr. Joyce Evans, Broome Chenango Alt. High School, Harpursville Central School, Harpursville, NY 13787 (607) 693-3110

Program Title: Project Measure
Contact: Lee Negus, NYS Education Department, Bureau of Mathematics, Room 306 EB, Albany, NY 12234 (518) 474-5931

PROGRAMS NO LONGER ACTIVELY DISSEMINATING INFORMATION

(Continued)

Program Title: Problem Solving Skills/Humanities Program
Contact: Marie Podzius, Project Director, Richmond Hill High School, New York City Board of Education, 86-30 114th Street, Richmond Hill, NY 11418 (718) 846-3335

Program Title: Productive Thinking Skills for Academically Talented Students in Language Arts
Contact: John Colella, East Syracuse-Minoa Central Schools, 407 Fremont Road, East Syracuse, NY 13057 (315) 656-7201

Program Title: Reading English Rotation
Contacts: Mike Richer/Syndi Katz, Long Beach City School District, Long Beach Jr. High School, Lido Boulevard, Long Beach, NY 11561 (516) 889-3038

Program Title: Resource Center for Gifted Education
Contact: Wayne Mengel, R.D. #1 Salt Point Turnpike, Box 369-A, Poughkeepsie, NY 12601 (914) 471-9200

Program Title: Superheart
Contact: Leo Johnson, East Oneida Street, Baldwinsville, NY 13027 (315) 635-3941

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